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ABSTRACT

This guide was developed by the Foreign Language Committee of the Oklahoma Curriculum Improvement Commission, and is designed to be used by teachers of foreign languages. The fifteen chapters include: (1) "Selection of a Foreign Language Text," (2) "Middle School (Exploratory Language Programs)," (3) "Foreign Language in Small Schools," (4) "Articulation," (5) "Methodology," (6) "Introducing Foreign Languages," (7) "Behavioral Objectives," (8) "Individualization of Instruction," (9) "Teaching Culture," (10) "Foreign Language for High and Low Achievers," (11) "Media," (12) "Evaluation," (13) "Promoting Foreign Language Study through Classes and Clubs," (14) "Foreign Language Study and Career Opportunities," and (15) "Professional Organizations." (CLK)

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Oklahoma In The World

A Handbook for the Improvement of the Teaching of Foreign Language

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OKLAHOMA STATE DEPARTMENT OF EDUCATION

Leslie Fisher, Superintendent

1977

FL009027

OKLAHOMA IN THE WORLD

Prepared by

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OKLAHOMA STATE DEPARTMENT OF EDUCATION
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FOREWORD

The study of a foreign language, which includes the study of the culture and folkways of a people, has a unique relevance in the education of our young people for life and citizenship in the world today.

We must understand the other people with whom we share our world; indeed this feeling of a need for brotherhood becomes more urgent as space research points out the possibility that mankind is alone on the earth in a vast universe. Since communication becomes increasingly important, the study of foreign languages contributes immeasurably to this gret human need.

We are confident that this guide will be of much assistance to the Oklahoma teachers of Foreign Language. It is the sincere hope of the State Department of Education that this guide Oklahoma in the World will help to implement the work of Oklahoma's foreign language teachers in the education of Oklahoma students for world citizenship.

Also, I wish to thank the members of the foreign language committee for their time and effort in developing the material for this booklet.

Leslie Fisher
State Superintendent of Public Instruction

PREFACE

The previous foreign language curriculum guide, issued in 1972, proved to be so popular with Oklahoma teachers that supplies were nearly exhausted soon after it appeared. Thus, when the first planning meeting took place for this guide, the committee decided that what was needed was a mixture of the best from the former guide and the addition of sections aimed at meeting the needs of today's foreign language classroom.

Successful teachers from both public schools and colleges worked together unstintingly and with real cooperation to bring forth as many ideas as possible to place in the hands of the practicing teacher for daily use. The committee sought to avoid stressing theory over practice because of the great variety of situations found in foreign language classrooms in Oklahoma. Consequently, much of the material herein will be just as useful to the lone teacher in the small rural school as to those having several colleagues in the larger urban school districts.

Most of the chapters are rather brief and to the point -- largely due to limitations imposed by printing costs. Interdependence of ideas and chapters has been maintained and the reader is urged to refer to a number of chapters when seeking new ideas and solutions to problems. No one chapter tries to 'say it all'.

All of those who worked in any way in the preparation of this guide sincerely dedicate it to the foreign language teachers of Oklahoma and to their students -- for a fuller and richer educational experience and enjoyment of life.

Alfred Gage, Specialist
Modern Foreign Language

ACKNOWLEDGMENTS

This guide was developed by the Foreign Language Committee of the Oklahoma Curriculum Improvement Commission under the auspices of the Oklahoma State Department of Education.

We wish to express our sincere appreciation to those who gave so willingly of their time and talent to produce this foreign language curriculum guide. Our sincere thanks go to Dr. Clifford Wright and his staff and all who helped in any capacity.

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SELECTION OF A FOREIGN LANGUAGE TEXT

There are several factors that need to be considered and questions that should be answered before the teacher undertakes the selection of a text for a foreign language class.

What is the teacher's educational philosophy as it relates to foreign language teaching? Is a purely audio-lingual approach favored? Some kind of "traditional" reading/translation method? Or something somewhere between the two extremes?

Consistent with the above questions, and of major importance early in the selection of a textbook, is the question of the teacher's own competency in the foreign language. The greater the competence, the greater the range of textbook choices that can be used successfully. It is most important that the text selected falls within the preparation and experience range of the teacher. Now is the time to be realistic. A teacher with only marginal fluency in the target language has little hope of success with a text that relies almost exclusively on speaking skills. However, the texts available on the state adoption list are varied enough that the teacher can usually find one with which he or she can feel comfortable. It is just a question of being familiar with the available texts.

The state adoption list, incidentally, is revised each five years, with the latest revision done in 1977. It is worthwhile to note here that the teacher is under no legal obligation to use a state adopted text. If the school district is both able and willing to purchase texts without state assistance, then books other than the ones on the official adoption list may be used.

Once the teacher has answered the above more or less personal questions, the following questions need also to be given consideration:

1. What proportion of available time is to be spent on each of the four skills?
2. How long will the total foreign language sequence be?
3. Who will study the foreign language?
4. What method of selection is to be used for foreign language enrollment i.e., advisement, student election, requirements?
5. Will the class be handled with a strong or a permissive disciplinary attitude?

With the answers to these questions firmly in mind, the teacher may now proceed to some specifics of textbook analysis. Following are some criteria which can prove very ueful in selecting just the right text. A little extra time spent now can pay big dividends a year or two from now. Selection of a text on the basis of even the most detailed study is no substitute for trying it out for a few months in the class, but careful study on a basis of all or most of the following criteria can keep judgement errors at a minimum. Good luck!

CRITERIA FOR RATING A FOREIGN LANGUAGE TEXTBOOK

Rating Scale:

1 pt.	=	Very satisfactory
2 pts.	=	Satisfactory
3 pts.	=	Minimum satisfactory
4 pts.	=	Unsatisfactory
NA	=	Not applicable

I. CONTENT — PTS.

A. Will the book encourage the use of the language from the beginning lesson? _____

B. Presentation of grammar _____

C. Quality of exercises
(Examiner should work through random selections of exercises.) _____

D. Reading materials (Stories should be read!)
(Consider appeal to age level, appropriateness, degree of difficulty.) _____

E. Suggestions for activities, variations, motivating devices _____

F. Presentation of basic material in a variety of ways _____

G. Provisions and aids for adaptations, recombinations, and variations of the original presentation of the basic materials _____

H. Periodic review of the basic materials _____

I. Planned progression in the presentation of grammar _____

J. Planned progression in the presentation of phonology _____

K. Planned progression in the presentation of vocabulary _____

L. Planned progression in the presentation of culture _____

M. Supportive materials that reinforce the learning to be achieved (tapes, visuals, etc.) _____

N. Smooth transition from lesson to lesson, unit to unit, and level to level _____

TOTAL POINTS _____

II. MATERIAL

A. Time element (lessons are easily divided into the 50-minute or other time modules available.) _____

B. Quantity of material (Basic concepts for this level can be covered in the time available for the course.) _____

C. Level of difficulty appropriate for age group _____

TOTAL POINTS: _____

III. CULTURAL MATERIALS

A. Quality _____

B. Appeal to the age group _____

C. Satisfactory presentation of cultural materials (English essays? Foreign Language essays? Pictures? Questions to be answered by students? Projects? Others?) _____

D. Authenticity of cultural material _____

TOTAL POINTS: _____

IV. TEACHER AIDS

A. Availability of keys for all reading selections and all exercises _____

B. Availability of a teacher's manual and specific plans, direction, teaching techniques, suggested use of materials _____

C. Availability of tests for units or lessons with grading key _____

D. Availability of student workbook with answer key for easy grading _____

E. Availability of tapes to accompany test _____

F. Availability of other supplementary materials (films, filmstrips, slides, posters, charts, etc.) _____

G. Availability of reference material lists _____

H. Availability of manual indicating specific difficulties and solutions to be encountered in each lesson _____

I. Suitability of material for the proficiency of the teacher _____

J. Availability of supportive materials for teacher _____

TOTAL POINTS: _____

V. BOOK

A. Quality of binding (durable, attractive, colorful) _____

B. Quality of paper and print _____

C. Quality of pictures (consider: number, color, black and white, appropriate, suitable to age group, relevant, authentic to the culture) _____

D. Size, shape, and format _____

TOTAL POINTS: _____

VI. AVAILABILITY OF EQUIPMENT

A. Availability of equipment for effective use of material: Tape recorders? Overhead projector? Filmstrip projector? Slide projector? Film projector? Other? _____

B. Availability of facilities for darkening the classroom for effective use of the supplementary materials _____

VII. COSTS (APPROPRIATE TO AVAILABLE BUDGET)

A. Text $ _____

B. Workbook $ _____

C. Tests $ _____

D. Tapes $ _____

E. Other supplementary materials $ _____

TOTAL POINTS: _____

VIII. SUPPLEMENTARY MATERIALS

A. Tapes (listen to them!)

1. Quantity of taped material _____
2. Quality of recordings (fidelity and clarity) _____
3. Integrated recordings _____
4. Availability of materials for listening in addition to those contained in the text _____
5. Variety of voices (male, female, child) _____
6. Minimum of regional accents at beginning level and an increasing range of examples at upper levels _____
7. Speed of recordings (normal rate of speed, native intonation patterns, etc.) _____
8. Correlation of recordings with other visual materials _____
9. Pauses for students repetition _____
10. Reinforcement or confirmation of student response _____

11. Variety of types of exercises and drills _____

TOTAL POINTS: _____

B. Films, filmstrips, and/or other visual aids (Preview these!)

1. Supplemenation of the text and tapes _____
2. Introduction of a limited number of structures for mastery _____
3. Use of close-ups to show pronunciation models _____
4. Appropriateness and interest of material to age level _____
5. Availability of scripts of all sound tracks _____
6. Visual aids (ease of handling, use and storage) _____
7. Visibility of visual aids in the classroom _____

TOTAL POINTS: _____

IX. TESTS

A. Availability of correlated tests with grading key that perodically measure the student's progress _____

B. Format of testing material _____

C. Availability of separate skills tests (listening comprehension, speaking, reading, writing) _____

TOTAL POINTS: _____

X. DATE OF PUBLICATION: _____

TOTAL POINTS: _____

XI. PERSONAL EVALUATIONS: (These are often decisive factors between two books.)

A. "Something I especially liked."

_____

_____

B. "Something I especially disliked."

_____

TOTAL POINTS: _____

TITLE OF TEXT: _____

AUTHOR: _____

PUBLISHER: _____

LANGUAGE: _____

LEVEL: _____

MIDDLE SCHOOL

EXPLORATORY FOREIGN LANGUAGE PROGRAMS

The basic idea of the middle school exploratory course is to expose the student to at least one, and, hopefully, several foreign languages and cultures.

Much of the information in the following guielines was provided bv Student Motivation and the Foreign Language Teacher, a Guide for Building the Modern Curriculum, edited l y Frank M. Grittner.

1. Curriculum must be designed to fit the grade levels involved, length of class periods, number of weekly meetings, languages and or cultures covered.
2. Great care must be taken to use valid and up-to-date information.
3. The program should NOT be a part of the regular foreign language sequence.
4. It should provide a valuable experience for the student, whether or not the student ever decides to enter into the study of a foreign language.
5. No grades should be given.
6. Grammar teaching should be minimal.
7. The main idea should be to introduce the student to the people through the culture and oral skills.
8. Homework and written work should not be included in this course.
9. There should be a variety of material covered.
10. The course should provide the student a basis for deciding if he might want to take a foreign language, and if so, which one.

CURRICULUM

Interest and motivation are best retained at this stage when most learning is oral and visual. Felt boards, filmstrips, movis, etc., should be utilized for cultural information. The film The Alphabet Conspiracy, (Vaseco, Inc., Okla. City) can be utilized to provide answers to how languages are learned. The audio tape, A World In Your Ear, availble from ACTFL (see Professional Organizations) would be useful here as would other items from that organization's Materials Center.

The middle school student (especially the 6th grader) is extremely open to every experience and it is very important for the teacher to capitalize on this. The teacher should make learning lively and interesting.

The course, 6-week or 9-week, should include the following items:

1. Names in the foreign language
2. Alphabet-sounds in words
3. Basic greetings, hello, how are you?, What's your name?, etc.
4. Numbers used in money, age, dates, telephone, addresses, etc.

5. Time
6. Colors
7. Family members
8. Parts of the body, clothes
9. Daily activities

It is important to use any activities, games or puzzles which might make learning more interesting and student-centered.

An interesting cultural project for the students might be to plan their own trip to the country or countries which speak the language. Not only does the student learn about interesting places, events transportation systems, foreign currency, etc., but he gains a basic knowledge of how to do research, or find material about a specific topic. It is advisable to set specific goals for this project which may be as superficial or as in-depth as you desire. This project could include vocabulary used in a restaurant, hotel, train station, etc. Skits concerning these different situations could also be a possibility.

A unit on food, in which students not only learn the foreign terms, but perhaps prepare some of the foreign dishes, could be utilized.

TEAM-TEACHING

It is rather easy to team-teach with other electives such as music, art, and home economics. It is extremely fruitful to plan any lesson concerning these topics with the teacher who teaches them because they know the most efficient use of time to save you headaches, particularly in the realm of food preparation.

For a simple thing to do is to put the art and the exploratory class together and ask questions (inquiry method) of the students concerning the style, colors, subject matter, etc., of each art work shown.

Regarding music, the foreign language teacher provides the pronunciation, meaning, and any relevant background to the song while the music teacher provides the means to learn it. You may also incorporate dances with this. It is best to aim toward a goal when doing this, whether it be performing for parents, the school body, other classes, or teachers meeting--making it worthwhile to the student.

ADDITIONAL INFORMATION

Administrators and teachers are encouraged to review the following advantages and disadvantages of Exploratory Foreign Language Courses since the success of such courses depend on a number of "ideal" situations.

ADVANTAGES	DISADVANTAGES
Properly planned and taught, the exploratory course should provide a valuable experience in helping the student decide if he might want to take a foreign language.	Availability of adequately trained personnel can be a problem. Using secondary teachers not properly prepared to teach students of this age may actually discourage enrollment in a foreign language. Few foreign language teachers are equally secure in 2 or 3 languages.

Administrators are receptive to the NEW idea since a major objective of the "middle school" concept is to provide exploratory course work.	Few if any textbooks are available. Very little material has been written and most teachers write their own course of study with no extra time alloted to do so.
If information concerning all foreign languages is presented equally, the course can provide the student with a basis for deciding which language to study.	Young students are greatly influenced and may tend to choose the "fun" language instead of one that will prepare him for his chosen vocation. Also, some languages have more appeal (or less) to the younger student. He, therefore, decides in advane that he dislikes a language.
More non-college bound students may decide they can use a foreign language, and that it is not just for the college student.	Since this course is not treated as a serious academic, students may get the idea that all foreign language courses are "fun and games." In which case, first year enrollments may increase and so will the drop-out rate. Also, the academic student may feel the course is not worthy of his time.

The reader is encouraged to consult the following sources for additional information:

Exploratory Foreign Languge Programs in the Middle School; a Curriculum Report by participants in the ACTFL Pre-Conference Workshop for Foreign Language Consultants and Supervisors; Percy Fearing and Frank Grittner, Editors; November 27, 1974.

Middle School, Exploratory Foreign Language Programs, NCSSFL Position Paper; Beverly Enwali, Percy Fearing, and Helen Saunders.

Student Motivation and the Foreign Language Teacher, A Guide for Building the Modern Curriculum; Edited by Frank M. Grittner. Skokie, Ill. National Textbook Co., 1974.

FOREIGN LANGUAGE IN SMALL SCHOOLS

JUSTIFICATION

With rapid transportation and mass communication connecting even the smallest community with exotic places around the world at a moment's notice, it becomes increasingly important for American citizens to achieve some understanding of the motivating factors of world events and decisions made by other cultures that may affect American communities. Not only is the small community affected by world events, but also by the different ethnic groups comprising itself and neighboring communities. Nowhere can these reasons be more valid than in Oklahoma with its basically German Okarche, Italian Krebs, Czech Prague and communities such as Geronimo, Altus, Hollis and others with their increasing Spanish-speaking populations. Foreign language study with its emphasis on cultural understanding as well as facility in the use of the language can help small communities integrate themselves in the active life of the state, nation and world.

AIM

The aim of teaching a foreign language in a small school is to acquaint the student with another culture and its language in order to help shape the student's attitude toward other peoples. Foreign language study provides more students with an opportunity to enrich their lives with an above-the-ordinary experience and should be open to all students, not just those with higher scholastic ability.

INTERPRETATION

The practical aspects of foreign language study should be made apparent not only to the prospective and participating students, but more importantly, to the administrators, counselors and teachers. The foreign language teacher has the responsibility of interpreting the values gained from exposure to the language, in addition to the practical and career possibilities open to the language student. (For further explanation of career opportunities combining a foreign language skill see that section). These administrators, counselors and teachers should be convinced that foreign language study has an important place in the tight scheduling of the smaller school as the agriculture, shop, Vo-tech, physical education and other standard classes.

Constant and year-round publicity in the school and in the community is one method of accomplishing this goal of educating and influencing fellow educators and the community as to the importance of foreign language study. (For ideas on promoting foreign language study see that section of this handbook).

CORRELATION OF CLASSES

In small schools the correlation of classes is greatly facilitated because of the percentage of class members common to both groups. For example, foreign language influence can expand into art classes through making of holiday items and experimentation with various native crafts. Business classes can gain experience from the use of different currencies, bargaining for goods, and trying shorthand and typing in various languages. Home economics groups can enjoy exchanging recipes and ideas in clothing. Exchange meetings between foreign language clubs and other interest groups give students varied experiences in differing aspects of both the foreign language and interests that could lead to job-producing skills. Small schools can utilize their size as an advantage by combining classes during the school day.

SPECIFIC PROBLEMS

There are certain problems which are most acute in the foreign language program of the small school. Some of these and their possible solution will be discussed here.

1. Scheduling. Often there is only one hour in the school day when foreign language can be offered and this will conflict with other elective courses. This has the effect of diluting the potential enrollment. Failing a change in the schedule, the teacher can try the following: (a) make the teaching schedule more flexible so as to give some classwork before or after school; (b) individualize the instruction so that students can proceed at their own pace; (c) see if it would be possible to 'share' time with another teacher or teachers during another hour of the day.

2. Isolation. In many small school situations the FL teacher may be the ONLY FL teacher in the entire area and may suffer from lack of moral and professional support. It is supremely important that this teacher actively seek

out opportunities to attend regional, state and national professional meetings at which he or she can refresh the spirit. Membership in professional FL organizations and the journals they produced can be of great assistance. (See the section on Professional Organizations available.)

3. Lack of funds. The small school often lacks money with which to fully support the FL program. Tape recorders, tapes and even texts can be in short supply. Here FL club fund raising activities can be a help. Many enthusiastic FL clubs have raised funds to purchase tapes, games, posters, trips and other items which can go a long way toward enlivening the FL program. Sometimes parents and local businessmen are willing to contribute toward such enterprises.

4. Small enrollment. Even with the best of circumstances and support the FL teacher sometimes finds that his or her total enrollment in first and second year classes, for instance, does not justify separate classes for each and the teacher is asked to either drop the second year course or combine the two. Although the latter is not ideal, it often has to be done. One method of handling this is covered in the section on Individualizing Instruction in this handbook. Other helpful hints are covered in various sections such as media, culture, etc.

5. Student isolation. In addition to the teachers, the students in FL classes need the enthusiasm generated by mixing with other FL students. Some ideas in this area can be used from the section on promoting FL Study. Arranging an evening or weekend joint club meeting with students from a neighboring school or town might be helpful. Joining with other schools for a spring or summer trip to Mexico or Quebec would prove an excellent way to 'bring back' enthusiasm to the home campus.

ARTICULATION

Articulation is a correlation which produces an orderly continuum of foreign and classical language learning, both vertical and horizontal, and is a direct result of agreement and careful planning by the total school community.

This continuum may begin with any age level, utilize various media and materials which are compatible with individual learning patterns, and may extend for a long period or terminate after a short duration. It is generally agreed that language learning requires a long period of time if mastery of the language is desired. With increased emphasis on accountability and the interest in humanizing the schools, a well-articulted foreign language program will require a wide range of materials, methods of instruction, course content, and languages to be offered.

LANGUAGES OFFERED

The total school community will decide the languages to be offered and the duration of the continuum. The roles of total school community might be as follows:

1. Teachers, who generate enthusiasm for language learning, could survey the student body to determine student interest, and take the initiative in selling language to the lay public, counselors, supportive personnel and administrators.

2. Students, who are asking a voice in planning education, could verify their intent of pre-enrollment by contacting their appropriate counselor.

3. The principals, as instructional leaders, would determine the feasibility of offering languages and present the proposal to the directors of elementary, secondary, and curriculum. If the directors approve the language course(s), the proposal should be submitted to the superintendent, and to the local school board for their approval. If such approval is granted, the course(s) may be introduced in selected high schools on a pilot basis. Upon successful completion of the pilot course(s), the proposal will be submitted to the State Board of Education for approval of accreditation. If the State Board of Education grants accreditation to the local school district, foreign languages may then be added as accredited courses and the entire school community may be notified through the press and/or other communication. This sequence is intended to point out that articulation is a matter of agreement resulting from careful planning by the total school community.

4. Once the school district has decided which languages to offer and for how long, all students should be given an opportunity to study the language(s) of their choice.

The State of Oklahoma strongly recommends that foreign language be offered for two (2) units of the thirty-six (36) required for graduation from high school. [1] One unit of credit is earned by pursuing the course one-hundred and eighty school days, with a minimum of 275 minutes of instruction per week.

The State Board of Education, under the authority vested by the Oklahoma Legislature, approved the following list of foreign languages as basic subjects: [2]

7TH GRADE	8TH GRADE	9TH, 10TH, 11TH, 12TH GRADES
French	French	French I,II,III,IV
Spanish	Spanish	German I,II,III,IV
		Latin I,II,III,IV
		Spanish I,II,III,IV
		Russian I
		Native American Languages

1. ANNUAL BULLETIN FOR ELEMENTARY AND SECONDARY SCHOOLS, (Administrators Handbook, Bulletin No. 113-W (State Department of Education, July, 1976.)
2. Ibid.

Should the local need require, additional foreign language courses may be offered, even though the school has not been previously accredited for them, if approval has been granted by the Accreditation Section prior to the beginning of the semester in which the course is to be offered.

Although foreign languages are not listed as basic subjects for the elementary school, many schools in Oklahoma have found that foreign language study at this level is both productive and rewarding.Careful planning to articulate elementary and secondary language courses is highly desirable. One way of looking at an orderly flow of sequence in foreign language study is shown in the following chart:

Plan A (Total Program)	Plan B (Six Year Program)	Plan C (Senior HS Program)
Level I — Elementary grades	Level I — Middle school and/or JHS	Level I — Four year sequence
Level II — middle school and/or JHS	Level II — senior HS	OR
Level III — senior HS	Level III — college	Level I — three year sequence
Level IV — college		Level II — college

Teachers of Foreign Languages

CERTIFICATION

All teachers of foreign languages in the State of Oklahoma must have a valid certificate issued by the State Department of Education upon recommendation by the college or university in which the applicant fulfilled the approval program for teachers of foreign languages. [3] Even though both elementary and secondary certificates are valid for grades seven and eight, all teachers of foreign or classical languages must have a least eighteen (18) semester hours in the language being taught. However, the Oklahoma Foreign Language Teachers Association strongly advocates that every teacher of foreign language(s) in Oklahoma have a major in the specific language, and additional language study in a country where this language is the primary one used by the populace.

In addition to professional education, teachers will profit by analyzing those qualities,inherent or developed, which seem to attract students to study foreign or classical language. Invariably it is the dynamic and enthusastic teacher whose attitude of cooperation and mutural respect is contagious.

PHILOSOPHY

The philosophy of the foreign language program is a concern of the total school community, but the key person in curriculum modification is the teacher. The first duty of a teacher new to an existing foreign language program is to become aware of the philosophy of his school district. This philosophy usually includes the scope and sequence of the program as well as teaching strategy. A second duty of the teacher is to reevaluate and modify the philosophy in order to better serve the individual needs and desires of the students. Another duty of every teacher of foreign language is to become active in the professional organizations and much assistance is available in the various professional journals. Articulation will never be easy, but it can be made less difficult if every teacher is knowledgeable about current trends.

3. ASSIGNMENT HANDBOOK, (State Department of Education, July 1975).

METHODS

There are many approaches to teaching as there are ways to learn. Every student has his own unique style of learning. Politzer gives an overview of three basic methods, i.e., grammar-translation, direct method, and the audio-lingual approach and suggests that no matter what method is used some individuals will be more successful than others. In addition, Politzer states that "since foreign language requires a great deal of practice, it is almost certain that no matter what teaching method is used, the pupil will spend a great deal of time teaching himself..good teaching methods are essentially good learning methods, and that the successful language learner is essentially the pupil who has devised a successful self-teaching method."[4]

Individualized instruction, self-pacing, etc., are vital to any teaching method if we are to provide a language learning experience for every student. In order to provide a basis for an articulted program, continuous inservice should be provided through state and local workshops, college and university maintenance programs and other professional meetings.

MATERIALS

The State of Oklahoma provides funds for the purchase of selected texts or series of texts for basic subjects taught in the public schools.[5] The materials selected should be both basic and supplementary and should provide for individual learning styles and achievement levels. Once the materials have been adopted and provided for the local district, every teacher should become familiar with the materials selected for a specific level as well as those that precede and follow that level. A well-articulated foreign language program may have several levels of materials for use by students in the same class period.

COURSE CONTENT

The foreign language course content should be determined by the philosophy, teaching methods, adopted basic and supplementary materials, and projected needs of the students in the local school district. The selected materials for a particular language course may be desirable for most students, but must not be a limiting factor. Some of the material may be basic and essential for all students, and highly motivated students may wish to pursue their study of a language in various forms. The language course content may be divided into self-pacing units which are adaptable to small group interaction and/or individualization of instruction.

SUMMARY

A well articulated foreign language program for Oklahoma will produce an orderly continuum, both horizontal and vertical, and is a direct result of agreement and careful planning by the total school community. Areas of agreement would include languages offered, teacher qualification, philosophy, methods of instruction, materials to be used, the course content, its organization and duration.

4. Robt. L. Politzer. FOREIGN LANGUAGE LEARNING: A LINQUISTIC INTRODUCTION. (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., pp. 12-18, 1970)
5. SCHOOL LAWS OF OKLAHOMA. (State Department of Education, pp. 102-103, 1971)

METHODOLOGY

It is not the purpose of this chapter to provide an at-home course in the methods of foreign language teaching. Typically, the teacher who makes use of this teaching guide will already have had such a course. Rather, this chapter, like the other chapters in this publication, is designed to assist the teacher who is already in the classroom and cannot wait until a summer refresher course for guidelines.

Very often, the foreign language teacher is a person whose major training was in another field, but who finds himself, or herself, through the exigencies of enrollment, scheduling, and the like, to be teaching in an area in which he or she may have only a minor, and has had no training in methodology of teaching in that area.

This chapter, then, presents a brief outline of the different types of training a teacher will typically receive in a foreign language methods course. A brief selected bibliography is included listing sources the teacher is encouraged to consult independently. It is not presented as an exclusive list; rather, it is a list of representative writers whose works can be helpful to the classroom teacher.

Any listing of goals of a foreign language teacher training program should include.....

1. To instill in the student teacher an inquiring mind, a desire for knowledge, a continuing interest in the problems involved in training students in language skills and the habit of weighing alternatives and creatively applying them to the solution of these problems.

2. To show the trainee that in the teaching of a foreign language he is helping the student to grow in his ability to think rationally, to express his thoughts clearly, and to communicate with understanding and satisfaction.

3. To demonstrate to the trainee how he can successfully plan and activate a program of language study that will

   a. Build in his students a knowledge of fundamental concepts about the world environment and his relationship to it.

   b. Develop in the student an awareness of his place in the environment and make him less provincial and more alert to his responsibilities to himself and to others.

   c. Give the student an awareness of and an appreciation of other cultures.

   d. Acquaint him with the means to increase proficiency in communication by developing in his students the skills of listening comprehension, speaking, reading comprehension, writing, cultural analysis and understanding of language structure.

Before enrolling in a methods course, the foreign language major should . . . .

1. Understand the foreign language spoken at a normal rate of speed.

2. Speak the language intelligibly and with an adequate command of vocabulary and syntax.

3. Read the language with immediate comprehension and without translation.

4. Write the language with clarity and reasonable correctness.

5. Understand the nature of language and language learning.

6. Understand the learner and the psychology of learning.

7. Understand the evolving objectives of education in the United States and the place of foreign language learning in this context.

After completing the methods course, the future language teacher should possess . . . .

1. An awareness of the historical roots covering the most important methods of foreign language teaching and the most recent trends employed in the classroom.

2. An ability . . . .

   a. To plan and adjust a foreign language program to the curriculum and to the community.

   b. To develop goals, objectives - both behavioral and general - and lesson plans.

   c. To select teaching materials which include textbooks and supplementary aids.

   d. To develop in his students the four skills, i.e., listening, speaking, reading and writing.

   e. To instill in his students a knowledge of and appreciation for the cultures represented by the target language.

   f. To use aptitude, achievement and proficiency tests, and to create tests that measure the various skills.

   g. To use and develop technological media.

   h. To promote foreign language study by organizing language clubs, programs and festivals which involve the community.

   i. To see the importance of joining local, state and national professional organizations.

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INTRODUCING FOREIGN LANGUAGES

Beginning a foreign language early will increase the student's chances of becoming proficient in the language. However, this chapter will consider the introduction of a foreign language in the elementary grades (1-6), as well as junior high (7,8,9), middle school (6,7,8) high school (10,11,12), and college (13). While the order in learning the skills are basically the same, the amount of time spent on each skill and the degree to which the skill can be developed will vary according to the age group.

The beginning program should; 1) make students aware of the existence of another culture and another language; 2) give the students a basic knowledge; of the pronunciation of that foreign language; 3) give the students at least a basic knowledge of conversational language (usable vocabulary); 4) introduce students to the written language; and 5) increase interest and motivation to learn a foreign language.

ELEMENTARY

TOTAL PROGRAM PLAN A

		Length of Class Period
Level I	Elementary Grades	15-25 Min.
Level II	6th, 7th, & 8th Grades	30 Min.
Level III	9th Grade	1 Hour
Level IV	10th Grade	1 Hour
Level V	11th Grade	1 Hour
Level VI	12th Grade	1 Hour

The beginning levels of foreign language learning have to be limited to the first two skills, listening and speaking. Beginning a foreign language in the elementary school enables students to spend more time in the acquisition of these early audio-lingual-visual skills thus insuring greater success with the two remaining skills, reading and writing, in future language study.

Foeign language in the Elementary Schools (FLES) s;hould be offered regularly and daily if possible. The teacher should always emphasize quality of speech and never quantity of words learned. One main objective is doing a small amount well every day.

GENERAL PERFORMANCE OBJECTIVES

(Listening)

The student should be able to do the following:

1. Distinguish the different sounds;
2. Understand within a controlled vocabulary certain phrases, commands and idiomatic expressions;
3. Understand short narratives and dialogues with a limited vocabulary and limited grammar structure.

(Speaking)

1. The student should practice in unison and individually until responses are natural and automatic.

2. The student should be able to comprehend material and produce a meaningful response using controlled vocabulary and stimuli.

3. The student should mimic with enthusiasm the intonation and manner of speech of the model speaker.

(Writing)

1. The student should be able to identify pictures by numbering as the items are dictated by the teacher;

2. Color pictures as directed in the target language;

3. Indicate what does not belong in a list of four items.

CURRICULUM OUTLINE

The teacher sets the tone pattern, the entire climate or atmosphere of the class with gestures, voice, or hands. The tone must always be exciting, dynamic and motivating.

Two commands which will be used extensively from the very beginning are:

Listen

Repeat

The gesture will tell the children to listen or repeat without having to translate.

In planning the curriculum to meet the needs of the student, the teacher should consider the following: 1) The sounds of the language should be native; 2) Material presented should become more difficult gradually; 3) Vocabulary should consist of commonly used words; 4) The target language should be used from the beginning; 5) The subject matter should appeal to young children; 6) Constant review should be built into the lessons.

The curriculum in the elementary grades should cover:

1. Greetings and farewells (should always be given in the foreign language to encourage the student to mimic and imitate.)

2. Simple phrases of courtesy (please and thank you, etc.)

3. Names of animals (farms, zoos, sounds of animals, etc.)

4. Parts of the body (students draw pictues of objects dictated by the teacher, play games, "Simon says," and students point to area of body names)
5. Names of simple actions (stand, sit, walk, run, etc.)
6. Children's games (in the target language)
7. Games and song, holiday celebration that emphasize culture (see section on Culture)
8. Family members (immediate family, grandparents, etc.)
9. Numbers (use flash cards, play Bingo, etc.)
10. Days of the week (What day is today? tomorrow? yesterday?)
11. Articles of clothing (dolls may be used)
12. Food (identify using pictures, empty packages or plastic foods)
13. Weather expressions (use pictures)
14. House (parts and rooms)
15. Months and seasons
16. Colors (use objects such as student's clothing, etc.)
17. Telling time (use large clock which has moveable hands)

EVALUATION

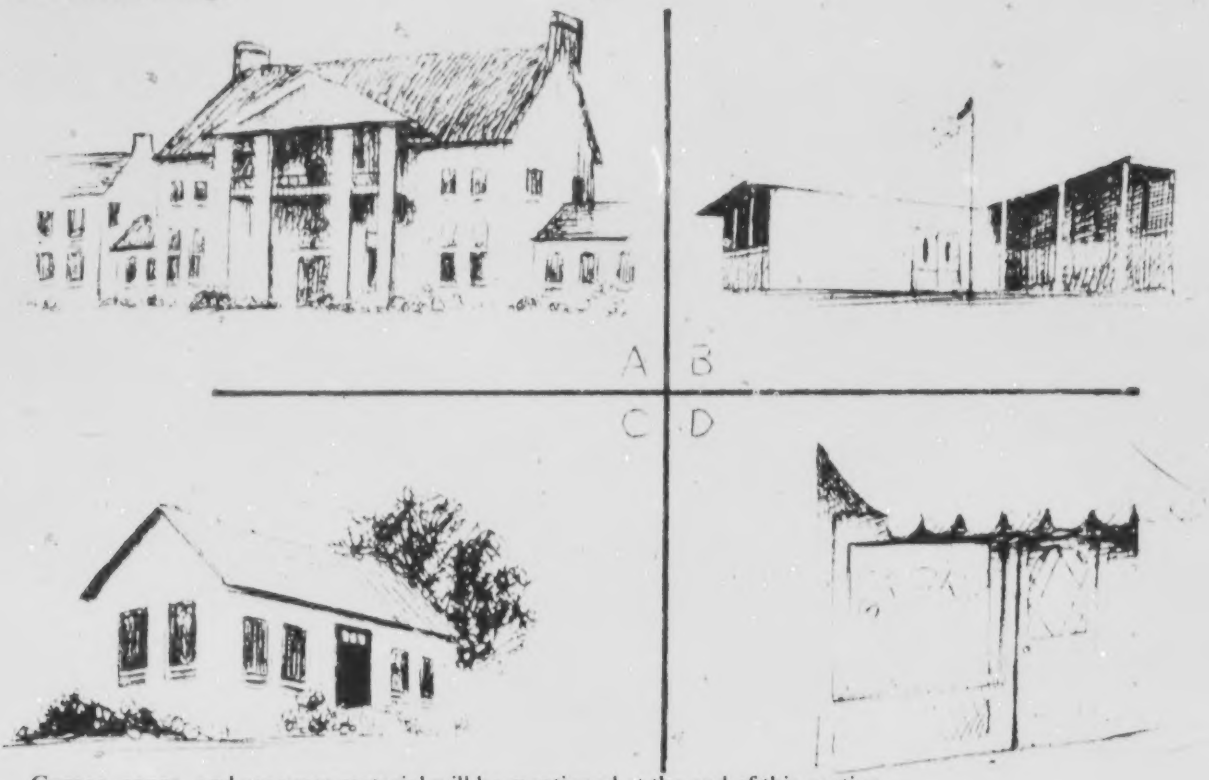
Oral evaluation is important. The teacher must pay close attention to pronunciation and intonation of the spoken language. Evaluation should be done orally by questions and answers, by description of an object, or by identification of a picture.

Evaluation may be in an oral and written form. Students should be given ample time to prepare their papers and told the number of items on the test. Instructions are given slowly and carefully making sure every student understands the type of test. The teacher should tell students that they will hear each item twice and that they are to choose the picture being described by writing their choice A,B,C, or D opposite each item.

The teacher should always check the test immediately and let the stuents know their progress in the new language. Items missed can be reviewed and learned, for all evaluation must also be a learning tool to be effective.

The following is an example of an exam:

	Test
1. The house is small.	C
2. My brother goes to school.	B
3. The store is small.	D
4. The tree is behind the house.	C
5. The house is large.	A



Games, songs, and resource material will be mentioned at the end of this section.

JUNIOR HIGH OR MIDDLE SCHOOL

TOTAL PROGRAM PLAN A		Length of Class Period
Level I	Elementary Grades	15-25 Min.
Level II	6th, 7th, & 8th Grades (Middle School or Junior High)	30 Min.
Level III	9th Grade	1 Hour

Foreign language learning must fit into the overall junior high or middle school learning program in such a way that it enhances the student's knowldge of himself and his world.

Most junior high students are not mature enough to choose the foreign language from which they will personally derive the most benefit in later life. This means that they often change to another language after two years of study. They should be able to transfer the foreign language study skills developed during the initial introduction. Therefore, the first year program should be treated as an introduction to foreign languages.

Although foreign language is usually an elective, it must be pursued as seriously as a required subject, yet be enjoyed as much as an elective.

STUDENT

At this age, the peer group is becoming important; however, parents and teachers can still influence the student more than they realize. At this age he is very social minded and still more flexible than the senior high student. He is constantly looking for approval and is socially insecure. While he is always trying new fads, he readily discards old ones. The typical sixth grader is very flexible, eager to participate, enthusiastic, and curious. Imitating is fun, and his inhibitions are few, while the typical eighth grader is becoming more inhibited; imitating is not so much fun; his enthusiasm is directed more toward peer group activities; he must be encouraged to participate; and he must be stimulated before he will ask questions.

Peer group approval is most important to the typical ninth grade student. He is interested in the opposite sex and is sensitive about it. Drill practices, unless very short, become boring and he expects assignments to be meaningful. He must feel that he is accomplishing something and that his efforts are justified. Fortunately he is ready for more independent study practices and takes a more serious interest in grades and achievement.

EVALUATION OF ABILITY

Students who have previously studied a foreign language should be allowed the opportunity to continue to strengthen their ability in the four skills; comprehension, speaking, reading, and writing. This previous exposure has no doubt insured that the child has successfully passed through the language shock phase. This means that he no longer finds it strange or unnatural that people do communicate in another language and he is no longer inhibited at hearing his own voice in the foreign language.

At this point the junior high school teacher should touch upon some of the material to which the child has been exposed. In other words, the teacher should begin with the known and work to the unknown. Therefore, the foreign language teacher should have a thorough knowledge of the material used in the previous level. (FLES program.)

CURRICULUM

The basic text used at this level should be chosen with knowledge of the child's experience in the FLES program. Care should be taken so as not to duplicate material previously presented; however, there should not be a large gap between expected performance at the beginning of the sixth or seventh grade.

Much coordination is necessary to make a successful transition from grade school material to junior high school or middle school material.

The foreign language class activities must include whatever can be associated with the interest of the age group. In the case of a modern language, interest can be aroused by the latest fashions, current music, sports, and popular personalities of the foreign culture. Foreign magazines and newspapers should be a part of the classroom text material. Pattern drills and dialogues should include current interest material. The classroom practices should be coordinated with as many other curriculum areas in the school as possible.

A SUCCESSFUL BEGINNING

Program Plan B		Length of Class Period
Level I	6th, 7th, & 8th Grades	30 Min.
Level II	9th Grade	1 Hour

This program is recommended for schools that begin the foreign language program in the middle school or junior high school.

EVALUATION OF APTITUDE

If possible, some manner of evaluating the student's language aptitude should be used. Many students have language aptitude, but have not developed an interest in languages because of lack of previous exposure. Students with language aptitude should be encouraged to enroll in a foreign language at this time.

CURRICULUM

Because the student at this age is becoming more socially oriented, the foreign language teacher should be able to teach the students some foreign language the very first day of school. A creative teacher using gestures and visual aids effectively will know how to keep explanations in English to a minimum.

When classes are conducted in English, or if the students are allowed to use English in the class, the language shock phase will merely be prolonged, therefore, the language learning process will be slowed down unnecessarily.

Quality and not quantity is important at this learning level. For this reason, struture should be emphasized, using a small vocabulary so as to insure confidence and fluency without devoting too much time to learning new words which will be quickly forgotten when not used.

The text chosen for this level should be the basis for the six-year program and is the most important text of the series.

The teacher of this level should work together with the high school teacher in the selection of this six-year program material so as to coordinate effectively the entire program.

THE BASIC SKILLS

The following information applies to all the program plans in Oklahma. The only difference will be in the difficulty of the material. Also, the longer the sequence, the greater the ease of learning and the greater the proficiency achieved by the end of the sequence.

COMPREHENSION

The class should be conducted in the target language and this will become the major method of teaching comprehension. There should be some formal presentations such as short stories, jokes, narrations, etc., from time to time to aid in the development of this skill.

SPEAKING

In the first year, approximately 70% of the class period should be devoted to the development of speaking skills. Pattern drills, dialogues, and free conversation may be used. The student should be encouraged to make appropriate gestures when speaking.

The second year may spend as much as 50% of the class period in oral practices while the third year will devote approximately 30% of the time to this skill.

READING

At the first year level approximately 15% of the class time should be used to perfect this skill. Most of the reading will be over previously learned oral practices with classroom supervision.

At the second level, material not previously learned in the oral practices should be introduced gradually. More independent reading skills should be developed, but there should still be classroom supervision of new material, using approximately 25% of the class time for this activity.

Approximately 35% of the third year class time is used for this skill. The student should be ready to sight read new material and should be encouraged to practice this skill.

WRITING

Students in the first level should practice writing from exercises related to oral practices. They should be able to construct answers to questions using previously learned patterns. Approximately 15% of the class period should be allotted to this skill..

Second year students should continue writing practices basically the same as the first level, while expanding the vocabulary and difficulty of sentence structure during approximately 25% of the class period.

Third level students will spend approximately 35% of the class period in writing answers to questions over previously studied material, constructing paragraphs, short stories, and dialogues.

GRAMMAR

For most first level students this will probably be the first encounter with the foreign language grammar and it should be presented in the target language. The teacher should exercise caution to guard against a deep involvement in grammar which may require explanations in English.

Grammar should be learned first orally through pattern drills. At this point students may know how to complete a grammar drill, but they may not know the rule, nor should they be burdened with it at this time.

When grammar explanation is delayed until it can be comprehended in the target language, in most instances it will be after the stuent has a good knowledge of the grammatical strutue in his native language. In other words, most seventh grade students do not fully understand verb conjugations, demonstrative adjectives, objects of a preposition, etc., in their own language. Although it can be taught, it can prove to be a long and frustrating process for teacher and student. It can become a shorter task if postponed until the eighth grade.

Isolated recognition of verb forms should begin about the second semester of the seventh grade. The student should be aware of the differences in spelling of verbs according to person and number.

A more formal introduction in the target language of grammar may be made at the eighth grade level. Grammatical terms should be presented and used in the target language in such a manner that the student will use the terms freely.

The basic text used will determine the grammatical material which may be covered at this level.

By the ninth grade, the student should have been exposed to all tense, moods, and cases; although, he may need intensive practice with more difficult grammatical structures.

The varying ability levels will become very evident at this stage and the teacher must begin to give more individual attention when necessary.

LESSON PLANS
(Plan B, Level I)

First Day

1. Greet the class using the foreign language
2. Call the roll using the foreign language version of the first names and the original last name.
3. Teach the basic daily greeting (teacher-class)
   -Good morning (Good Afternoon)
   -How are you?
   -Fine, and you?
   -Fine.
4. Teach the numbers 1-10
5. Teach one (very easy) song.

Most foreign language students are eager to learn and use the foreign language. Give them something to take home the very first day.

Second Day

1. Repeat greeting
2. Same as first day
3. Same as first day (teacher-student, student-student).
   Allow volunteers to present this greeting to the class.
   Assign this dialogue to students for the next day.
4. Teach numbers 11-25
5. Review song
6. Begin a new dialogue

Third Day

1. Repeat
2. Repeat
3. Allow students to present greeting dialogue to the class, using a partner.
4. Review numbers and allow volunteers to call them.
5. Review song
6. More practice on the dialogue.
7. Begin formulating class objectives with the students:
   (a) What do we want to learn this year?
   (b) What is the most efficient manner of attaining this goal?
   (c) How can we improve and develop oral proficiency in the language?

As the teacher will see from the lesson plan, the lesson plan for the first week deals entirely with practicing the comprehension and speaking skills. The following lesson plan may be representative of the eighth week of instruction.

EIGHTH WEEK

Monday

1. Greet the class

2. Allow students to take turns giving the official daily greeting and asking daily questions such as the following:
   (a) What is today, tomorrow?
   (b) What is the date?
   (c) What is the weather?
   (d) Who has a birthday?
   (e) Who is absent?

3. Students are presented with a written form of a dialogue which they have learned orally about three weeks previously.

   While students look at the words, the teacher or tape models the reading.

   Questions are answered about some of the different pronunciations.
   Students read chorally. Then the teacher again models particular lines when students appear to have difficulty.

   Students are allowed to volunteer to read for the class. Then the exercise is assigned as a reading exercise to be formally evaluated for correct pronunciation within a day.

HIGH SCHOOL

PROGRAM PLAN C

		Length of Class Period
Level I	10th Grade	1 Hour
Level II	11th Grade	1 Hour
Level III	12th Grade	1 Hour

A basic text should be chosen with care and should be the basis for this three year program.

CURRICULUM

The text will be the basic guideline. In the case of the modern language it will determine the degree of emphasis on each of the four skills..

Since the introduction of a foreign language has been delayed, the teacher may be inclined to attempt to cover the material too rapidly. Quality, not quantity is still the most important goal. The oral skills should not be neglected in order to cover additional grammar points. Many of the basic oral skills mentioned in the Elementary Grades section should be covered at any beginning level and the reader is encouraged to refer to that section.

PROGRAM PLAN D — Length of Class Period

Level I	10th Grade	1 Hour
Level II	12th Grade	1 Hour

The same information covered in Plan C will apply except only two levels can be covered.

PROGRAM PLAN E

Level I	College

Obviously each college or university will have their own objectives and it is unnecessary to suggest any in this writing.

There should be provisions made at the college level for Language Achievement (Advanced Placement) exams prior to enrollment to determine the proper place for students who have had previous language experiences.

ADDITIONAL SUGGESTIONS FOR CLASSROOM USE

FOREIGN LANGUAGE GAMES

SPELLING BEE

Divide the class into teams. Use vocabulary for the text. Spellers must use the foreign language alphabet.

SILENCE

Students count rapidly around a circle. The student who would normally say "7," or a number divisible by 7, will say "silence" in the foreign language.

The student in the game the longest period of time wins.

WHO AM I?

The identity of the player is pinned on his back. He must find out who he is by asking "yes" or "no" questions of others. Several players should participate in each game. The first one to guess who he is wins.

SIMON SAYS

Play this game the same as in English, except commands would be given in the foreign language. Anyone obeying an order not given by Simon is out of the game.

GOSSIP

Divide the class into two teams. Give each team a simple phrase in the foreign language. The last person receiving the message must write it on the board. The version closest to the original wins.

BINGO

Numbers and colors are called out in the foreign language. The teacher may find it beneficial to make her own set of cards. Different sets of cards for different ability groups are very helpful.

CULTURE

Culture should be a part of the everyday class activities. Gestures and handshaking are examples.

As material is covered in the foreign language dialogues, the points of culture should be discussed at that time. This would include such things as eating habits, dating customs, and holiday celebrations. Practically all dialogues in the basic text will touch on these points, and it is the responsibility of the teacher to develop these cultural aspects.

See the section on CULTURE for additional ideas.

TRANSLATIONS OF PEP CLUB YELLS

Spanish

Dame verde, dame verde, dame verde, verde, verde.
Dame blanco, dame blanco, dame blanco, blanco, blanco.
Dame verde.
Dame blanco.
Verde.
Blanco.
¡Olé!

German

Die erste Gruppe.
Rot siegt! (Klatschen Sie zweimal!)
Die zweite Gruppe
Blau siegt! (Klatschen Sie zweimal!)
Rot siegt! (Klatschen Sie zweimal!)
Blau siegt! (Klatschen Sie zweimal!)
Rot.
Blau.
Rot.
Blau.
(eine kleine pause)
zusammen
Siegt!
Siegt!

French

Donnez-moi bleu, donnez-moi bleu, donnez-moi bleu, bleu, bleu.
Donnez-moi or, donnez-moi or, donnez-moi or, or, or.
Donnez-moi bleu.
Donnez-moi or.
Bleu.
Or.
Bravo!

VISUAL AIDS

Visual aids are one of the most important tools for teaching a foreign language. They aid the student in comprehension without translation.

Successful foreign language teachers have a storeroom of visual aids and they constantly replenish the supply with new and better ones. Every student should be able to see all visual aids. Teachers should learn a lesson from commercial advertisements in local stores.

Movies, filmstrips, transparencies, large pictures, large maps, and other realia are some of the necessary equipment for a foreign language room.

Interesting bulletin boards are effective teaching aids and should be changed often.

Additional ideas may be found under the section entitled MEDIA.

FIELD TRIPS FOR FOREIGN LANGUAGE CLASSES

1. Make arrangements for a visit in the home of a family of native speakers of the foreign language being studied.
2. Visit a restaurant that specializes in the food of the foreign culture.
3. Visit the community library to find books dealing with the foreign country and its language.
4. Search for nearby museums that include material related to the foreign language of your class.

EXTRA IDEAS

A joke or riddle day will encourage students to communicate in order to make their presentation effective.

Culture notebooks enhance interest and can be completed outside of the classroom.

Pen Pals in foreign counries give students a personal incentive to develop individual skills in the foreign language.

Foreign visitors who use the foreign language, provide the students with an added incentive to practice difficult grammatical structure and increase vocabulary during the question and answer period.

Realia week will allow each student to share with the class some article which has a personal value. (Realia is anything of a tangible nature that represents the foreign culture.)

LUDI (Latin)

Hang On To Your Togas! We're Heading For The Races!

For a lively, fast-paced way to review Latin material, the Latin teacher can arouse interest with a chariot race.

Each row in the classroom becomes a chariot and chooses its own charioteer (usually the best student in the row). The "Charioteer" takes a seat in the back and the rest of the students become "horses." A chart is then drawn on the blackboard (or prepared ahead of time on a transparency for use with the overhead projector) which has as many horizontal lines as there are rows of desks in the classroom and ten vertical columns.

The object of the game is for each row/chariot to attempt to pass through the ten vertical spaces (curriculum) before the others. The teacher asks a question to the class as a whole and then calls upon the student who first raises his hand. If that student is a "horse" and answers the question correctly, the chariot moves ahead one space; if answered incorrectly, the chariot moves back two spaces. If the student who first puts up his hand happens to be the charioteer and answers correctly, the chariot moves ahead two spaces; if he gives the wrong answer, the chariot moves back four spaces.

The advantages for the row in having a knowledgeable charioteer become obvious. To simplify the scoring, it is convenient not to allow a chariot to fall back any further than the starting line.

Competition can become very intense, and winning chariots from one class can compete against winners from others. The various "factions" can also be encouraged to choose and wear their own colors on race day. Records may be kept of wins and losses as well as the time necessary to win.

The format of the chariot race game allows for almost any type of content (vocabulary, forms, syntax, derivations, culture) to be inserted as question material. Variations in the length and shape of the "track" (i.e., the vertical columns) can be introduced to accommodate different drills or reviews.

There is no question that student interest is heightened by this race format. The cultural association with the Roman chariot events makes the game particularly appropriate for Latin classes.

SONGS

ALOUETTE

Alouette, gentille alouette,
Alouette, je te plumerai.
Je te plumerai la tét'
Je te plumerai la tét'
Et la tét'! Et la tét'! Oh!

Alouette, gentille alouette,
Alouette, je te plumerai.

BELLE NUIT, SAINTE NUIT

Belle nuit, Sainte nuit
Tout s'endort, plus de bruit
Veille seul, couple sacré,
Doux enfant aux fins cheveux
Clos tes yeux et repose
Sous tes yeux vigilants.

STILLE NACHT, HEILIGE NACHT!

Stille Nacht, heilige Nacht!
Alles schläft, einsam wacht
Nur das traute, hochheilige Paar,
Holder Knabe im lockigen Haar,
Schläf in himmlischer Ruh!
Schläf in himmlischer Ruh!

NOCHE de PAZ

Noche de paz, noche de amor,
Todo duerme enrededor.
Entre los astros que esparcen su luz,
Bello anunciado el niño Jestis,
Brilla la estrella de paz,
Brilla la estrella de paz.

FRAY CARLITO

Fray Carlito, Fray Carlito,
¿Duermes tú?
¿Duermes tú?
Toca la campana,
Toca la campana,
¡Din, din, don,
Din, din, don!

ROW, ROW, ROW, YOUR BOAT

Duc, Duc, remos duc,
Viribus unitis!
Rivuli, flumin, maria, omnia,
Nobis grata sitis!

ARE YOU SLEEPING?

Nonne dormis, Nonne dormis,
Frater mi; Frater mi?
Sona matutinas, Sona matutinas,
Ding, dong, ding; ding, dong, ding.

TWINKLE, TWINKLE, LITTLE STAR

Mica, mica, parva stells,
Miror, quaenam sis tam bella:
Super terra parva pendes,
Alba velut gemma splendes.
Mica, mica, parva stella,
Miror, quaenam sis tam bella.

Quando fervens Sol discessit,
Qui die natos lacessit;
Mox ostendis lumen purum
Micans, micans per obscurum.
Mica, mica parva stella,
Miror, quaenam sis tam bella.

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BEHAVIORAL OBJECTIVES

Historically, foreign language teachers have planned their classes with objectives in mind. Whether these were expressed as tenses to be learned, chapters to be covered, or vocabulary to be mastered, the good language teacher has always approached his work with a clear idea of what was to be done in a given class period. In recent years, teachers in all subject areas have been asked with increasing frequency to state their objectives in behavioral terms.

Behavioral objectives begin with the formulation of expectancies called goals. In the educational context, goals are ultimate aims stated in general terms. One goal of a language class may simply be to understand spoken Spanish. An objective, on the other hand, is designed to implement a goal and therefore must use specific and immediate phraseology. Furthermore, in order to quality as a behavioral objective, it has to tellwhat students will be expected to do as a result of the instruction being planned.

One of the many behavioral objectives selected to implement the goal to understand spoken Spanish might state that at the end of each week the student will identify with 90% accuracy which of twenty pairs of words are different from one another when he listens to them on a tape recording. The objective is meaningless without the goal, and the goal is difficult to define without the objective. Frequently the transition from goal to objective is facilitated by a sub-goal which bridges the gap between the general language of the former and the precise language of the latter. For example, a sub-goal which would serve as a check point between the goal and objective is to expect students to know the difference between sounds which may seem to be alike but are phonemically different.

Let us now examine the behavioral objectives for the four elements that all properly stated behavioral objectives should contain.

GOAL

At the end of one week the student will identify with 90% accuracy which of twenty pairs of words are different from one another when he listens to them on a tape recording.

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1. The student will ientify which of twenty pairs of words are different from one another. The single most important component of a well-constructed behavioral objective is the behavior, the statement of what the student will be expected to do as a result of the instruction being planned. An important point to remember is that the behavior must be both specific and measurable. The use of behavioral objectives is an especially valuable aid written to help the teacher distinguish between measurable and nonmeasurable behaviors. For instance, one can easily see that knowing one's verbs is not as readily measurable and definable as distinguishing between preterite and present form by adding Today or Yesterday to sentences.

2. At the end of one week. The second necessary component is time. A well-constructed behavioral objective makes an estimate of how much time will be needed to achieve the task mentioned.

3. When he listens to them on a tape recording. The third component is a statement of the conditions under which the student will demonstrate his mastery of the expected behavior.

4. With 90% accuracy. The final component is the expected accuracy.

The following is an example of Goals and Sub-goals:

Goal 1: All modern foreign language students will develop an ability to communicate orally, in writing, and by kinesics to speakers of another language.

Objective 1.1-By the end of the first year, students will be able to understand and respond to simple oral classroom commands at least 90% of the time.

1.2-At the end of the first year of Spanish, 80% of the students will be able to recognize and to use in oral and written forms the present tense, the imperfect tense, and the preterite tense of familiar, regular verbs, and a limited number of irregular verbs, specifically those introduced in the dialogues and used in narrations and practice exercises.

1.3-Having listened twice to a short narrative--one read at a slower than normal speed, once at a normal speaking rate--using vocabulary familiar to the student, the student will demonstrate comprehension by correctly answering "yes" or "no" to 85% of the questions asked orally by the reader.

It is true that once a teacher makes his behavioral objectives clearly understood, he is in a sense, accountable. But in this way, accountability becomes a personal evaluation. The teacher takes on the professional responsibility of measuring the success of his daily objectives. If he does not do this, he may find himself in the uncomfortable position of being weighed in the balance by non-teaching forces.

The critical question that faces a proponent of a given set of behavioral objectives is whether these objectives are appropriate for a specific teaching situation. What are some of the general and specific sources of information about behavioral objectives in language teaching which may help us answer this question?

Perhaps the single most important introduction to the writing of objecties is Mager's Preparing Instructional Objecties. Deriving Curricular Objectives Training Unit is a longer programmed approach. It deals with the formation of objectives in general terms.

The individual teacher will make the final decision regarding his own use of behavioral objectives. Although it is clear that they offer potential solutions to some problems, they are not, in any sense a panacea. The teacher's professional obligation is not to accept them without question, but to think carefully about the potential of these new tools for planning.

Once the objectives have been stated, the next step is evaluation.

ACCOUNTABILITY REPORT

Behavioral Objective Number	Student/will	Stated Performance	Actual Performance	yes	no
1.1	100%	90%	85%		x
1.2	80%	100%	100%	x	
1.3	100%	85%	90%	x	

Number of objectives _____

Percentage of objectives meeting established level of performance _____

Number of objectives meeting established level of performance _____

Using the example of Goals and Sub-goals previously mentioned on the Accountability Report, we see that in the first column Goal 1 and sub-goal 1(1.1) shows that we originally said that 100% of the students would perform correctly 90% of the time. However, the Actual Performance shows that only 85% did do so. Therefore, we have marked "no" because our objective was not met. On Goal 1 and sub-goal 3(1.3), we find that we went beyond our expectations.

Readers who feel they need additional help in stating their behavioral objectives are encouraged to read the previously mentioned texts. Two additional helpful references are:

Modern Language Performance Objectives and Individualization by Rebecca Valette and Renée Disick. New York; Harcourt, Brace. 1972.

Individualizing Language Instruction: Strategies and Methods, by Renée Disick. New York; Harcourt, Brace. 1975.

INDIVIDUALIZATION of INSTRUCTION

ONE WAY of TEACHING a MULTI-LEVEL CLASS

Individualized Instruction--a magic formula to insure that every student in your classroom is going to perform to his maximum capacity and love studying a foreign language while performing so brilliantly? No! But, to quote Helen Warriner (in Oklahoma in the World, 1972, p. 102): "The purpose of individualized instruction is to provide each student with optimum opportunities for success in foreign language learning by surrounding him with conditions for for learning that best suit him."

Individualization of instruction is many things to many people. To some, it is permitting a class as a whole to decide what that particular class wishes to study and how they wish to study it. To others, it is working on a grade-contract system; or giving a particular student a special assignment in line with his particular interest or need; or permitting each student to work independently in the direction of his own special interest; or assigning extra work to a student who is behind; or simply allowing students to re-test when they wish to raise a grade.

Before embarking on a program of individualization, one must be committed to the idea that the ultimate goal is to have each student learn the language so that he can perform at an acceptable level of understanding and usage, without regard to the amount of time and kinds of learning activities he needs to accomplish this. In other words, the student must be taken out of the lock-step routine of a pre-determined time schedule and a set pattern for learning. He must be liberated from the routine of the daily written assignment for a particular point of grammar, to be checked in class, to be tested in class, then to continue to the next point or next chapter regardless of whether or not he has learned the particular item under consideration.

Once the teacher has fully accepted this concept, he is ready to embark on a true program of individualized instruction. At this point, however, the most important decision of all must be made: the willingness to make the very real committment of time and effort necessary to develop the program and make it function effectively. Once the program has been developed, organization is the key to keep it functioning smoothly.

A simple but efficient system of record keeping is a necessity, for both students and teacher must be able to note quickly the progress and achievement level of each student at all times. Since a student may proceed to the next unit only when he has achieved a stated proficiency level for the one he is currently working on, he must be able to check his test results and his test as quickly as possible after taking it; consequently, tests must be graded, recorded, and filed with as little delay as possible. Each student should have an individual manila folder on file and all of his tests should be filed here and should be available to him for checking and study purposes. Frequently the student will find that the first test he takes on a given unit may be the best learning activity he has for that unit.

The key to a good individualized program, of course, lies in the development of a good set of independent study units. In preparing these units, the essential ingredients are the statement of the objective (or objectives) for the unit and of the learning activities to achieve the objective, and a valid, well constructed test to evaluate the student's achievement of the objective. It is wise to develop a format and follow it consistently in writing each unit. Perhaps brief statements reviewing the essential ingredients for each of the parts of a unit are in order here.

Writing the objectives: Determine in advance exactly what it is that the student is to learn by the time he has completed the unit in question. When you have determined this, state this as the objective (or objectives) in as concise and precise a manner as possible. Be sure to include your statement(s) everything the student is expected to learn and to what proficiency (percentage of accuracy) he is expected to learn it as indicated by his test score. (See section on Behavioral Objectives).

Learning activities: Follow the statement of objectives for a unit with a listing of the specific activities the student can, and in most instances should, utilize to achieve the objective(s). Be sure that these learning activities are directly related to the objectives and test expectations for the unit. Include in the learning activities the use of a variety of materials such as tapes, flash cards, language master cards and written exercises of various kinds; for oral-aural practice, work with advanced student aides is extremely helpful for many students. Be as specific in stating the learning activities as you were in stating the objectives.

Testing: The tests must test the stated objectives. Thus, if some of the objectives are for written competency, these must be tested with written tests; if some of the objectives are for oral competency, these must be tested with oral tests. If there is more than one objective for a unit and short tests have been given over each objective, it is wise to administer a composite test for the entire unit to insure that the student has accomplished his learning of the unit in the concept of a unit, and not as parts of a unit. Always allow for a re-test on any given test. (For help on designing tests, see the section on Evaluation).

In a program of individualized instruction such as the one described here, there are several pitfalls to be wary of. First, do not try to individualize a full year of work in the first year. It is far too demanding of time and energy. Start with a few basic units and add to them each year. Do not try to individualize more than one level at a time.

Second, do not forget that language is communication; consequently, there must be an adequate opportunity for all concerned to communicate, and this cannot be done if one is working completely individually by progressing through a series of written units. Therefore, it is highly recommended that all material be presented orally, in a group situation, before the students are expected to continue with the written units. Even though some students will be moving ahead rapidly while others are lagging behind, this should produce no great difficulty if the teacher is continually reviewing orally-aurally the previously presented material while moving ahead orally-aurally for the more advanced students.

A third danger, if an adequate amount of group activity is not included, is that the students begin to feel isolated and sense the loss of group cohesiveness which they usually develop in the foreign language class. Therefore, it is suggested that all GROUP work be confined to audio-visual, oral-aural types of activity, whether this be with tapes, slides, overhead transparancies, films, drills, or conversation groups. It is recommended that no written work be done or checked in group work.

A fourth and a potentially very serious consequence of such a program is that, since the students have much freedom in assuming responsibility for establishing their own study habits, some of them may do nothing. Prevent this from happening by setting deadlines far enough in advance so that students will still have considerable flexibility in setting their own timetable and relieving pressure which may build up from requirements in other classes also. As soon as it becomes apparent that a student cannot assume this kind of personal responsibility, work out with him a more structured time schedule with deadlines for specific tasks in the learning activities. Frequently this kind of direction early in the program will help the student to develop a study pattern that will later allow him to assume full personal responsibility for attaining the objectives of the course.

Scheduling the various phases of activities: While modular scheduling, of course, lends itself very well (in fact almost demands the type of program described here), a traditional schedule can also accommodate, with perhaps some minor variations, a similar type of program.

In a traditional schedule, Monday, Wednesday, and Friday could be set aside for group activity days (oral presentations, oral drills and exercises, films, slides, oral review). Tuesday and Thursday could be used for students to work independently on the written units; this would include performing the necessary learning activities and the testing when the student feels ready. Keep in mind that some students may need to do only a few of the learning activities while others may need to do all of them before they feel ready to test. You are not concerned with how much or how little a student needs to do to accomplish the objective, but you are interested in his accomplishment of it.

It is necessary that at some point each student should regularly have the opportunity to express himself in the foreign language using what he has learned at any given point. Consequently, in a traditional schedule you must find some time for small group conversation. One option for this might be to use Monday, Wednesday, or Friday each week for a combined independent study/small group day; work with part of the class, in groups of about six students, for approximately 15 minutes of conversation. While these students are working in conversation groups, the remainder of the students could be working on the written units. At the end of 15 minutes, work with a different conversation group. If you have good students from a higher level of the language, try to arrange for them to come in to help those students who are working with the written units, or have students of the same class who have worked ahead of the rest of the class as aides at this time.

The system described here is not perfect, but teachers who have been using variations of it for several years, have found that, at the least, every student accomplishes something, which was not necessarily true within the framework of a more traditional program. If a student is lost at mid-year, it is usually for some reason other than that he is failing and so hopelessly lost that he has no possibility of completing the year with a reasonable amount of success.

Individualization of Instruction? In some form or other, try it! You and your students will like it!

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(See also: References given in the section on Behavioral Objectives.)

TEACHING CULTURE

Teaching culture with a capital "C" is often the reason it becomes only a part of Friday lesson plans and is thought of in terms of "units" instead of a daily process. Memorizing the principal rivers of Germany or learning the steps to the Mexican Hat Dance must not be an end unto itself. Without relating these activities to life in the foreign country, they become nothing more than respites between grammar drills and dialog recitations.

Culture is not only the sum total of a race's achievements in architecture, art, literature, music, politics, science, and technology, but also the daily behavioral patterns and life styles of its people. Both views of a culture must be observed in order to round out our awareness of what makes those people uniquely themselves. How does one research that culture? Travel and an extended stay in a country would be the ideal situation. The next best thing, therefore, is to bring that country into the classroom.

Several books and articles have been written in the last few years concerning methods of integrating culture into the foreign language curriculum. Combining these new techniques with methods that teachers have used in the past should provide a fresh approach to cultural instruction. The Resource Section at the end of this chapter lists a number of books, articles, supply houses, firms, and offices that offer further ideas of materials which may be of help to the foreign language teacher.

GENERAL CLASSROOM ENVIRONMENT

From the moment a student walks into the classroom he should have the feeling that he is entering a different world. Any of the following techniques may be used as vehicles for cultural immersion.

1. Labelling of classroom objects in the target language.

2. Posters, maps, displays, and bulletin boards.

3. Language corner. Use a spare bookcase to house books, magazines, comic books, newspapers, tapes, records, filmstrips. The teacher should adapt the use of this corner to the needs of his or her own program.

4. Conversion of the classroom into an imaginary locale. To reinforce special units of study, the classroom may occasionally be transformed completely in order to add to the illusion of a total cultural experience. It may become a French restaurant with checkered tablecloths, dimmed lights, French background music, bottles with candles; a Spanish bullring, complete with seats in "sol" and "sombra"; a supermarket with cash register, printed money, and merchandise with foreign language labels; a city of streets and avenues with appropriate intersections and traffic signs. Corners of the classroom may be all that are necessary for other units: a hotel reception desk, customs, a taxi, or a doctor's office.

5. Choosing a name in the foreign language. This gives students the opportunity to compare popular names from one culture to another. The choice of names such as Jesús in Spanish gives an insight into cultural differences in acceptance and avoidance of certain names.

6. Saints' days. Looking up the saints' days of their new foreign names encourages a discussion about the relative importance of a birthday versus a saint's day.

STUDENT PROJECTS

Individual projects can be used to great advantage, particularly below high school level. Often the teacher wishes to make an oral presentation of the language before introduction of the written language. During this period the student may, for his homework, familiarize himself with many aspects of his new culture through any of several individual or perhaps group projects which lend themselves to work outside the classroom.

1. Cultural notebooks. Contents may include current events, recipes, magazine articles, pictures, stamps, post cards, sketches of costumes, or maps.

2. Vocabulary study. Each student picks a word such as "home," "woman," or "car," and cuts out illustrations of these words from foreign magazines or newspapers. After compiling a collage of these word pictures, the student should get an idea of not just the meaning of the words, but also their connotations and cultural implications.

3. Who's Who. The student picks a renowned figure of the past or present to develop in whichever manner he may choose: written report, class lecture, presentation of works.

4. Original poster. The student may show the lineage of kings, identify the countries around the globe where the language is spoken, or reproduce some cartoons, to name a few suitable choices of topics.

5. Dolls. Dolls may be dressed in regional or historical costumes.

6. Mock-ups. A reproduction of the king's bedroom at Versailles, a Roman military weapon, a Spanish house, or a castle may be constructed of milk cartons, boxes, or other suitable materials.

7. Arrangements for display or bulletin boards.

8. Map making. Students may make maps showing historical growth, provinces or regions, products, crops, foods, or elevation of the country.

GENERAL CLASSROOM ACTIVITIES

1. Music. Songs and dances form an area of expression in which many students most pleasurably participate in a facet of a foreign culture. Too, it is an area which easily lends itself to carrying a cultural "message" to the rest of the school and community via assembly programs or civic organization. Attention may be given to the folkloric, classic, or modern aspects of music. All counries have lovely songs, and fortunately many records are available in all languages. Some records are accompanied by extensive cultural explanations and detailed instructions for performing the dances.

   A. French. Devise simple dances to fit some better known songs. "Sur le pont d'Avignon" lends itself to a variety of simple dances.

   B. Mexican. Some popular Mexican dances which are fun to perform in the classroom are the Jarabe Tapatio, La Raspa, La Bamba, and Chiapanecas.

2. Food. The use of food as an avenue to understanding another culture exercises a powerful appeal to the senses of smell and taste for reinforcement of learning. The teacher must determine how this may best fit into his or her classroom, but this is an opportunity to convert the classroom into a capsule version of another counry.

   A. Easy recipes that can be made in class.

   B. Recipes that require use of a kitchen yet can be prepared in one hour. If possible, make arrangements with the home economics teacher to trade rooms on a designated day. Be sure to send a sample of the food prepared to the home economics teacher and as many others as possible! It promotes good relationship and enlists support for your program.

   C. More complicated recipes should be prepared at home and brought to the class or club meetings.

3. Holidays. A study of the various holidays of the foreign country gives an insight into the national soul.

   A. Religious Holidays. Perhaps Christmas and Three Kings' Day offer the most festive occasions of the school year for studying customs of another country. It is a season in which one may make the most extensive use of room decorations, special foods, and assembly programs.

      1. French students may make a Yule log.

      2. Spanish students may wish to make piñatas and stage a posada. An easy but effective method of making piñatas involves inflated balloons tied together for the desired shape. Cover balloons with two-inch strips of newspaper dipped in wallpaper paste. After the desired number of layers have been applied, cover the figure with two-inch strips of fringed crepe paper.

      3. Latin students may observe Saturnalia and study our many Christmas customs which have derived from it.

   B. National Holidays and Special Occasions

      1. Fasching, Mardi Gras, and Carnaval bring the carnival spirit to the classroom and allow the students to wear costumes and masks.

      2. French - Bastille Day. (Celebrate it in the spring.)

      3. Mexican - 16th of September.

      4. Pan American Day (April 14).

      5. Foreign Language Week. This is a wonderful occasion to display to the whole community as well as the school the culture and language being taught in the foreign language classroom.

4. Trips. Tours to the foreign countries are invaluable, and it is rewarding to help your students make such a trip. Spanish teachers have the advantage of a Spanish-speaking country literally next door. With care and a lot of planning, a maximum opportunity with minimum expense can be offered the students by driving with parents to the border and taking a train or bus to Monterrey, Saltillo, or Chihuahua for a few days.

Of course, a more extensive tour of Mexico or a trip to Spain, Germany, or France is worth the effort because of the invaluable first-hand contact with the culture and language of the country.

A good educational experience is planning a real or imaginary trip. The students may work individually or in groups, as travel agencies or as if planning for themselves. The students would be allocated a set amount of money for a tour of a certain length. They would plan their trips after extensive reading in travel and guide books about restaurants, hotels, historical sites, sightseeing adventures, night life, customs, climate, currency, and immunizations. By preparing a detailed itinerary the students will learn many interesting and valuable pointers about the country.

5. Games are often good tools to promote cultural awareness. Fortunately, foreign language supply houses offer a wide selection of interesting games. Monopoly now comes in French, Spanish, and German. Mille Bornes, a French card game, teaches highway vocabulary and it accustoms the student to the French highway markers.

6. Scenes or speeches from plays or literary selections.

7. Skits depicting contemporary scenes or historical events. The supply houses offer a good variety, or the students may write original ones themselves.

8. Clubs can be a great source of culture enrichment. After-school activities can include dining, movies, plays, field trips, or holiday celebrations.

Teacher-Generated Activities and Experiences

Certain aspects of culture are generally best presented by the teacher. These include the transmission of traditional cultural values as well as certain aspects of deep cultural traits which he or she must clarify for the student.

1. Literature. A much neglected aspect of classical culture is the teaching of literature. Too often teachers relegate the study of literature to the advanced classes or language courses. Yet there are poems, maxims, and literary excerpts which can be used at the first-year level. Mimeograph your literary selections so that at the end of the year the student has an anthology at his own level of comprehension. Indirectly it gives him a foretaste of what his studies hold for him if he preserveres. Indeed, it encourages him to do so.

2. Art, architecture, history, monuments, music. All are easy to research; however, one must emphasize the cultural aspect of the presentation rather than the factual one. The presentation must be concise and free from excess details. For instance, introduce brief information on Renoir, show some of his paintings, and explain impressionism briefly. Do not try to cover all impressionistic artists or all of Renoir's life and works.

3. Audiovisuals. Tapes, film, filmstrips, slides, commercial maps, and overhead projection materials provide an effective means for presentation of many aspects of culture. The teacher needs to guide the students' thought process by preparing beforehand a series of questions which deal with the cultural knowledge to be gained.

4. Reading materials. A newspaper or magazine from another country is one of the most valuable tools for developing insight into its culture. Although this material may be assigned to the stuents for outside work or for individual instruction, it is the teacher who must furnish the proper guidance so that the stuens are not merely gaining vocabulary words or entertaining themseles, but learning to discern life styles and value systems of the other culture. Through the use of skillfully directed questions, either written or oral, the teacher can perform two valuable functions: first, point out subtleties and implications which may totally escape the stuent; and second, change the stuent's possible reaction of contempt or amusement to an understanding of the reasons why a situation or custom exists in the other culture. The classified ads offer a student a glimpse into the working world of the foreign counry. For instance, how many jobs are available to women and what kind of positions are they? How do the salaries compare to those in the United States? The movie ads give insight into the social life of the country. Is there a rating system? What are the cost and show times of the movies? How would this affect the dating patterns of teenagers? A look at the advice-to-the lovelorn columns can show the difference between social and family problems that exit in the foreign country and in the United States. The television listings show students which American programs are popular and therefore what kind of image the foreign country has of the United States. Also, the different sports, famous entertainers, and music stars of the foreign counry will be discovered merely by looking at the TV listings. A close scrutiny of the front page will show the students what types of events are considered the most newsworthy in the country being studied.

A subscription to a foreign teenage magazine offers a wonderful insight into the world of their teenagers. The advertising along can greatly enrich our students' vocabulary and cultural knowledge.

The publications of Scholastic Magazines (Bonjour, Ça Va, Chez Nous, El Sol, Hoy Día, ¿Qué Tal?,) lend themselves to good use, especially in the earlier years of foreign language courses.

Other publications can be useful, too. Use a foreign equivalent of a Sears catalog, e.g., Quelle of Nechermann catalog for the German classroom, to show the contrast in size and quality of the equivalent items in the middle-class foreign home.

Telephone directories are invaluable for their introductory pages of instructions, since the use of the telephone is probably one of the most frustrating experiences for the traveler in another country. Teletrainers can be borrowed from the customer service department of the telephone company so that students may practice textbook or original conversations, learning the other country's telephone customs while training their ears to the change in sound quality. Telephone directories are likewise very informative with regard to the manner in which other cultures list their names and to the types of business and government offices listed in the yellow pages.

Comic books and children's story books can be of value. If they are translations from English, the student can readily guess new words. If they are stories from the foreign country, they reveal values, common expressions, and character types.

5. Resource Persons. Native speakers offer a welcome change of pace and a touch of immediacy, and have the additional value of being able to answer questions. These may include residents living in the community, exchange students, foreign college students or even local people who have lived in another country. One may check for their names through the Chamber of Commerce, various church and civic organizations, and among one's students. Be sure to interview these people yourself before inviting them to your classroom since some may do more harm than good. For those you wish to invite, check to see what subjects they wish to discuss and whether or not they are willing to answer questions. Prepare your students by giving them vocabulary lists and helping them formulate their questions in the language.

6. Culture assimilators, culture capsules, and culture clusters. These are new techniques the teacher may use for presenting hidden cultural concepts. Each technique actively involves the students in dealing with cultural differences and is more fun to do than textbook culture readings.

The culture assimilator provides the students with episodes of cultural behavior in the target country. Each episode describes a "critical incident" of cross-cultural interaction that is usually a common occurrence in which an American visitor and a national of the host country interact. It is a situation the American finds puzzling or which he is likely to misinterpret. It may be the system of withdrawing money from a foreign bank or the custom of the "piropo" in a Hispanic country, in which a man publicly compliments (or dubiously insults) a girl on the street. After reading the episode, the student attempts to choose the correct response from four plausible explanations of the behavior descried. If he chooses incorrectly, he is directed to the correct response. Many of these assimilators are available in recent literature on cultural topics and from foreign language supply houses, or they may be constructed by the teacher.

A culture capsule consists of a paragraph or so of explanation of one minimal difference between customs of the United States and a foreign counry, along with several illustrtive photos or elevant realia. These capsules can be prepared outsie of class by either the stuens or the teacher. These projects provide both an opportunity for research into customs of the country and an outlet for the more creative students. The use of kinesics, or gestures, makes an interesting study. The concept of a "merienda" or a "boulangerie" can be easily adapted to a culture capsule. Cookbooks, records, metro tickets, a pair of Lederhosen, and handmade costumes are good sources for the design of culture capsuls. For the beginners the capsule will probably be written in English. At more advanced levels it may be written in progressively more complex sentences in the foreign language.

A culture cluster brings together several concepts learned from culture capsules. It is demonstrated by the teacher, who directs a skit of several minutes' duration about a larger aspect of the target culture. Two women shopping, a family meal, or a teenage party would lend itself to this kind of activity.

If at all possible, incorporate cultural material into daily work. Do not isolate it from grammar. Oral exercises, reading selections, theme topics, and skit writing can all be used to reinforce cultural material previously studied.

As we approach the end of the 20th century, we are entering an age of worldwide culture and are truly becoming citizens of the world. The language teacher who succeeds in helping a student look objectively at another culture, to accept it on its own terms for what it means to its own members, is preparing that student to cope better with the problems he will be facing in this ever-shrinking world. In addition, by learning about the culture of other countries, this student will also have obtained a deeper awarness of his own culture--for seeing a new culture allows him to see his own in a new light.

Some Do's and Don'ts for the Teaching of Culture[1]

"To deal with the culture and life of a people is not just an adjunct of a practical language course, something alien and apart from its main purpose, to be added or not as time and convenience may allow, but an essential feature of every stage of language learning." - Charles Fries

DO
Use a contrastive approach underscoring similarities and differences
Teach students to look for explanations for differences
Present the typical, not merely the authentic
Explode romantic cliches and common misconceptions
Show the changing character of culture
Emphasize the contemporary
Concentrate on what interests young people
Personalize their knowledge through role playing or first-hand experiences
Prepare students for special cultural experiences
Capitalize on school activities, seasons, world events, etc.
Use large, clear, authentic visuals
Integrate culture lessons into your total program
Plan for training in all four skills in conjunction with culture study
Include cultural material in your tests

DON'T
Generalize from too little data
Make judgments about the superiority of one culture or the other
Stress the bizarre, the quaint, the old
Confirm students' prejudices or reinforce their misconceptions
Give the impression the target culture consists of mere American equivalents
Repeat what other teachers have taught
Make culture lessons mere fun
Present only the great achievements
Make the study of anything (especially monuments) dry

AT HOME
- Collect reading material for yourself and your students
- Collect foreign-language speaking people such as AFS students, Amity Aides, staff and students at local colleges and universities, residents of the community. Invite them to dinner; invite them to class. In the latter case prepare them and your students, especially in the area of vocabulary

[1] Dr. Renate Schulz. From workshop material. State University College, Buffalo, N.Y.

- Get the help of your colleagues: art, home economics, music teachers; librarian; audio-visual director
- Get individual or group exchanges of letters and tapes going. Use one of the addresses available from your professional organizations; make arrangements through a foreign friend; send a letter to a teacher in a foreign town of your choice asking if his students would be interested
- Get a foreign calender
- Ask a bank to get small sums of foreign money for you
- Subscribe to foreign newspapers and magazines for your classroom and/or subscribe to student publications
- Fill your classroom with posters, maps, flags, realia
- Purchase slides showing the fundamental
- Make slides with a copy camera from books, magazines, guide books, realia, etc.
- Don't miss the treasures that may be hidden in your own textbook

ABROAD

- Beg, steal, or save items such as tickets, programs, bills, bags, boxes, labels, brochures, menus, train and bus schedules, drivers' manuals, maps, ads, stamps, bottle caps, sugar cubes, coins, etc.
- Buy relatively inexpensive items such as school paper, newspapers, magazines, TV guides,textbooks, signs, toys, coloring books, postcards, posters, etc.
- Make tapes and slides of the fundamental, especially of items treated in your book. Get people into your pictures; get printed materials photographed. Copy broadcasts on to tape. Tape interviews or let your tape recorder eavesdrop.
- Collect impressions at such places as parks, cafes, markets, intersections, or on bus and subway trips, or at sporting events or religious services. Note who comes, when they arrive, how long they stay, how they are dressed, what they do.
- Collect data on the numer and kinds of neighborhood shops, on prices, on television and radio programs, on menus.
- Try to contact the foreign people. Try summer institutes; travel second class; camp; picnic; join tours organized primarily for the foreigner.
- Prepare for activities and keep notes on them.

Culture Grains

In warmups, in teaching basic materials introduce bits and pieces such as:

How numbers are written
Arrangement of the calendar
24-hour system
Weights and measures
Floors and buildings
Sports, such as, football
Bread and other basic foods
Wine in their different contexts
Legal holidays
Contrast the differences in drug stores

BE A PACK RAT!!!

RESOURCE LISTS

Helpful Additional Readings on Culture
Books and Pamphlets

Allen, Edward David and Valette, Rebecca M. "Teaching Culture," Chapter 12 of Modern Language Classroom Techniques: A Handbook. New York: Harcourt Brace Jovanovich, Inc., 1972. Excellent detail in all aspects of methods of presentation of culture.

Campa, Arthur L. Teaching Hispanic Culture Through Folklore, ERIC Focus Report No. 2 (1968).

Green, Jerald. A Gesture Inventory for the Teaching of Spanish. Philadelphia: Chilton, 1968.

Lafayette, Robert C., ed. The Cultural Revolution in Foreign Language Teaching. Skokie, Illinois: National Textbook Co., 1975.

Morain, Genelle Grant. French Culture: The Folklore Facet. ERIC Focus Report No. 9 (1969).

Seelye, H. Ned. Teaching Culture: Strategies for Foreign Language Educators. Skokie, Illinois: National Textbook Co., 1974.

Student Motivation and the Foreign Language Techer: A Guide for Building the Modern Curriculum. Skokie, Illinois: National Textbook Co.

Weiss, Gerhard H. Folktale and Folklore--Useful Cultural Tools for Teachers of German. ERIC Focus Report No. 6 (1969).

Magazine Articles

Bourgue, Jane and Chehy, Lina. "Exploratory Language and Culture: A Unique Program." ACTFL Annals, Vol. 9, No. 1, Feb. 1976, pp. 10-16.

Brault, Gerard J., "Kinesics in the Classroom," French Review, Vol. 36, Feb. 1963.

Keller, Howard H. and Ferguson, John W. "A Cultural Introduction to Foreign Language." ACTFL Annals, Vol. 9, No. 1, Feb. 1976, pp. 50-57.

Sources for Cultural Aids, Materials, and Supplies
Books

Alford, Violet. Dances of France III The Pyrenees. New York: Crown Publishers, 1952.

Business Letter Handbook. New York: Regents Publishing Company, Inc. (Spanish)

Canfield, Kenneth. Selections from French Poetry. New York: Harvey House, Inc., 1965.

Duggan, Anne S. Folk Dances of the U.S. and Mexico. New York: A.S. Barnes, 1948.

Jourdan, Noel. Face-à-Face. Skokie, Illinois: National Textbook Company, 1975. (Contemporary France as seen through actual interviews.)

Lawson, Joan. European Folk Dance. London: Pitman Publishers, 1970.

Moore, O. and Meiden, W. Onze Contes. Boston: Houghton Mifflin Co., 1957.

Rogus, Timothy. Lettres de France. Skokie, Illinois: National Textbook Co., 1976. (Impressions of contemporary France.)

Schulz, Renate. The Newspaper. Skokie, Illinois: National Textbook Company. French mini-culture unit.

Sister Georgiana. French Dramatization. Portland, Maine: J. Weston Walch, Publisher.

Toor, Frances. A Treasury of Mexican Folkways. New York: Crown Publishers, 1973.

Classroom Magazines and Newspapers

National Geographic Society, Washington, D.C. 20036, has back issues containing interesting articles on foreign countries. Costs range from $1.50-$4.50.

National Textbook Corporation, 8259 Niles Center Rd., Skokie, Illinois 60076.

French - La Vie
Spanish - La Luz

Paris Match. P.O. Box 1000, Long Island City, New York 11101.

Reader's Digest, Pleasantville, New York. Available in French, German, and Spanish.

Scholastic Magazines, 902 Sylvan Avenue, Englewood Cliffs, New Jersey 07632.

French: Bonjour - For beginners
Chez Nous - for second and third year students
Loisirs - for advanced students

German: Das Rad - beginners
Das Roller - second and third year students

Spanish: El Sol - beginners
Hoy Dia - second and third year students

General Instructional Aids

1. Amsco School Publications, Inc. 315 Hudson St. New York, N.Y. 10013. (Workbooks, cultural materials and maps)

2. Chilton-Didler Foreign Language Newsletter, 401 Walnut St., Philadelphia, Pa. 19106. $1 per yer. Also very good book catalog and reasonable books.

3. French American Cultural Services and Educational Aids (FACSEA), 972 Fifth Ave., New York, N.Y. 10021. (Free materials for loan.)

4. Gessler Publishing Co., Inc. 220 East 23rd St. New York, N.Y. 10010. (Transparencies, slides, filmstrips, tapes, books, art, games, realia, records.)

5. Language Teacher's Notebook. Scott, Foresman and Co., 433 E. Erie St., Chicago, Ill. 60611. Free

6. Latin American Institute Press, Inc. 200 Park Ave., South, New York

7. Modern Language Association. Publications of Interest to Teachers of Modern Foreign Languages. Materials Center, Modern Language Association. 62 Fifth Avenue, New York, N.Y. 10011.

8. MLA Selective List of Materials for Use of Teachers of Modern Foreign Languages in Elementary and Secondary Schools. Mary J. Ollmann, editor. MLA Foreign Language Program Research Center, 70 Fifth Ave., New York 10011

9. National Gallery of Art. Exchange Service. Washington, D.C. 20565. (Art slides with titles such as "Background of Modern Painting in France" and "Paintings of the Great Spanish Masters")

10. National Textbook Corporation 8259 Niles Center Rd, Skokie, Ill. 60076. (Materials for French and Spanish, including club materials. Write for catalog)

11. Pan American Airways. Educational Director, Pan Am Building, New York, N.Y.

12. Services Culturels, c/o Consulate General de France, 1907 Esperson Bldg., Houston, Texas 77002. (Information on Cultural aspects of France)

13. Wible Language Institute, 24 South 8th St., Allentown, Pa. 18105. (Slides filmstrips, tapes, records, books)

"Special" Spanish Addresses

1. Eastman Kodak. Audio-Visual Library Distribution, 243 State Street, Rochester, N.Y. 14650. (Film. "Mexico: A Photo Adventure")

2. Johnson and Johnson Baby Products Co. C/o Barbara Peters. Consumers Service Dept., New Brunswick, New Jersey 08903.

3. Organization of American States. Washington D.C. 20006. (Flags and coats of arms of the American Nation)

4. Sanborn's Mexican Insurance Service. William E. Kolinek. P.O. Box Drawer 1210, McAllen, Texas 78501. (Mexican Money Converter)

5. Southwestern Bell Film Library, 2301 Classen Blvd., P.O. Box 60274, Oklahoma City, Okla. 73106. (Film: "El Prado: Masterpieces and Music")

6. Foreign Language Department. Central State University. Edmond, Okla. 73034. ("Season's Greetings in Spanish, "Spanish Proverbs," and "Some Handy Medical Terms in Spanish")

7. Mexican National Tourist Council, 711 Louisiana St., Suite 1080, So. Tower Pennzoil Place, Houston, Texas 77002. (Pamphlets, posters, films, etc.)

"Special" German Addresses

1. German Information Center. 410 Park Avenue, New York, N.Y. 10022. (Free books on German History, current information on news happenings)

2. German Embassy, 1742-44 R Street NW, Washington, D.C. 20009. (Free copies of maps, brochures.)

3. Austrian Embassy, 2343 Massachusetts Ave. NW, Washington, D.C. 20008. (Limited number of pamphlets about Austria.)

4. Landeshauptstadt Mu'nchen, Fremdenverkehrsamt, 8000 Mu'nchen 2, Rosental 1/11 (Ruffinihaus). Attention I.A. Strobl, Stadt Obersamsrat. (Free information on Munich)

5. Bundeswehramt, 5300 Bonn 7, Postfach 7120. (Will send you free many interesting magazines, books, etc. on the present-day German Army)

See your local VW dealer for colorful booklets on Wolfsburg.

Club Materials

French: The French Club in High School by Roberta Q Wood--National Textbook Corp.

Spanish: Spanish Club Manual by Eloise Roach--National Textbook Corp.

Music and Songs

1. Gessler, 220 East 23rd St., New York, N.Y. 10010.

2. Goldsmith's Music Shop Inc., Language Dept., 301 East Shore Road, Great Neck, N.Y. 11023.

3. Lorraine Music Co., 23-80 48th St., Long Island City, N.Y. 11103.

4. Lyric Sales Co., Box 20707, Los Angeles, Calif. 90006.

5. National Textbook Corp, 8259 Niles Center Rd, Skokie, Ill. 60076.

6. Wible Language Institute, 24 South 8th St., Allentown, Pa. 18105.

7. Wilmac Recorders, 921 E. Green St., Pasadena, Calif.

Airlines

1. Aeronaves de México, 13 W. 50th St., New York ..... Mexico
2. Air Canada, 680 Fifth Ave., New York ..... Spain, France, Germany
3. Air France, JFK International Airport, New York ..... Spain, France, Germany
4. American Airlines, 633 3rd Ave., New York ..... Spain, France, Germany
5. Braniff International (SA) Braniff Bldg., Dallas Tex ..... Latin America
6. Iberia Airlines of Spain, 518 Fifth Ave., New York ..... Spain
7. Lufthansa German Airlines, 410 Park Ave., New York ..... France, Germany
8. Pan American Airways, Pan Am Bldg., New York ..... Mexico, Central-So. Amer.
9. Trans World Airlines, 630 Fifth Ave., New York ..... Spain, France, Germany
10. United Airlines, 277 Park Ave., New York ..... Europe

NOTE: Many of these airlines will supply calendars and posters.

Charts and Posters

1. G and C Merriam Co., Springfield, Mass-Interesting Origins of Engl. Words. Free.
2. DC Heath and Co., 285 Columbus Ave., Boston, Mass 02116.
   a. Wall chart of Language Laboratory Terminology in French, Spanish, German. Free.
   b. Wall chart--Spanish word list.
3. Posters of French scenes. French National Railroads, 610 Fifth Ave., N.Y.
4. Posters of Spain. Spanish National Tourist Office, 589 Fifth Ave., N.Y.
5. Soctt, Foresman, and Co., 433 E. Erie St., Chicago, Ill. Vowel Changing Patterns Chart--ree.
6. J. Weston Walch, Box 1075, Portland, Maine. Successful Devices in Teaching Spanish, French, German.

Food Labels

1. Del Monte Corporation, International Operations, 215 Fremont St., San Francisco, California 94119. (Labels for canned goods which they export to the various countries. Also food chart.)
2. Libby, McNeill, Libby, 200 S. Michigan Ave., Chicago, Ill. 60604.

Pen Pals and other Cultural Services

International Youth Service, P.O. Box 125, Turku, Finland.

The various AAT organizations have pen pal services. Realia displays, cultural units, and other materials for foreign language teachers.

FOREIGN LANGUAGE FOR HIGH AND LOW ACHIEVERS

Foreign language teachers will agree that all students should have the opportunity to learn a second language. Since different levels of achievement are the norm in a regular classroom, activities listed in this section are suggested for use with the gifted students and also with the less capable students.

The following list is appropriate for the gifted students who could easily become fluent in another language in a relatively short time by concentrating on these activities in culturally authentic situations:

1. Listening to and learning dialogs modeled by speaker of native fluency.
2. Listening to tapes, commercial and teacher-made.
3. Making their own tapes based on dialogs they have learned or those they have prepared.
4. Listening to and following instructions.
5. Listening to and interviewing resource visitors.
6. Preparing dramatic presentations based on fairy tales and performing for their peers or for younger children.
7. Giving directions for a game or activity.
8. Creating and telling riddles, stories.
9. Planning and participating in minicourses, such as the preparation of foods of the target culture, the making of costumes used in dances of the target culture, studying the heroes of the target culture.
10. Making charts, maps, relating to the target country.
11. Writing cartoon conversations.
12. Preparing individual picture dictionaries, either by drawing their own pictures or by cutting them out of newspapers, magazines, etc.
13. Researching the characteristics of a German castle, a Greek or Roman theater, a Mexican pyramid, or a French cathedral and creating a model.
14. Copying known materials at home as preparation for class dictation.
15. Writing dictated materials that have been studied prior to the exercise.
16. Adapting dialogs and other known materials.
17. Paraphrasing narratives.
18. Preparing a slide show with narrative.
19. Studying ads in foreign language newspapers and writing their own.

Students with less academic ability are nevertheless capable of learning the basics of a foreign language and can acquire an appreciation for a culture different from their own.

Vocabulary and dialogs should focus on the students' interests, recreational activities, future plans, opinions, etc. Many of the activities listed above may be adapted for the slower stuents. Other might include:

1. Preparing displays such as collages featuring recreational activities described in the foreign language.
2. Preparing a loose leaf note book which contains pictures, articles, menus, etc., relating to the target culture.
3. Preparing a "catalog" containing pictures of clothing, foods, kitchen and sports equipment, etc., each labeled and priced according to the target language.
4. Labeling objects in the classroom in the foreign language.
5. Practicing in pairs or groups with flashcards.
6. Practicing with a workbook when the student is ready for writing activities.
7. Researching encyclopedias, magazines, library books, etc., for characteristics of the target culture such as recreation, economics, geography, clothing, customs, music.
8. Viewing films two or three times, asking the students to find specific information each time they view them.
9. Copying familiar material which the students already understand, say and read.
10. Becoming familiar with the literature of the foreign language by reading English translations.
11. Reading in English about the culture and customs of the target language.
12. Staging simple cultural minidramas in the foreign language.
13. Locating illustrations of cultural concepts in foreign magazines.

MEDIA

Media equipment is only a tool for communicating; the message you present on it is what counts. Consider all instructional media, equipment and material, as a tool and not a threat to your teaching. The use of media with the students using it along with you can help transform a class from a passive troupe into one of action. When creating anything original, remember you and your students are starting at ground zero and building from there. You start with nothing, and you come up with something, something that is good, bad, or indifferent. But you have to start.

VISUALS: Remember that a picture can be worth a thousand words. Pictures and diagrams facilitate learning. Use them. The student receives an instant correlation between the image and the FL expression.

OVERHEAD PROJECTORS

One of the most adaptable visual aids you have is the overhead projector, and transparencies for it are easily made. You and your students do not have to be photographers nor artists.

1. Newspaper ads, comic strips, political caricatures and the like make excellent overhead projectionals (as well as spirit masters for tests and/or home study). Cut them out, glue them to the size paper desired and run the paper through the Thermofax machine.

2. Individual students or small groups of students may visualize stories from literature on transparencies and then present the visuals along with their own dialogues.

3. Key outlines of grammar units, presentations on sentence structure, verb forms, vocabulary lists, maps, etc., may be prepared on transparencies, used and quickly filed for future use.

4. Use your imagination. There is almost no limit to what YOU AND YOUR STUDENTS can do.

OPAQUE PROJECTORS

An excellent tool to make anyone an instant artist. Use it. Some suggested uses:

1. Have students enlarge their favorite cartoon or comic strip for bulletin board displays. Translate the captions into French, Latin, Spanish, or German.

2. Use the opaque projector to make large maps of countries, cities, and states from texts, brochures and magazines for up-to-date illustrations.

3. Use it with the entire class or with small groups for such activities as poetry study, reading comprehension tests. Uses are limited only by the limits of your imagination.

EDUCATIONAL FILMS (16mm MOVIES)

Suggested uses:

1. Most foreign consuls will provide schools with films for use in language classes. Write to them to see if they have any film available.

2. After viewing a foreign language film, view it a second or third time with the volume turned off and have the students narrate the film in the foreign language they are studying.

3. View a short English speaking film several times. Have the students write down the basic idea of the narration then have them write their own foreign language version for the film. With the sound off run the film and present the new foreign language version of the film.

4. Ask a local T.V. station for some old television commercials on 16mm film, then challenge the students to write and perform their foreign language version to accompany the commercial.

5. Remember most projectors will permit junction boxes and head sets to be plugged in for private listening and viewing.

FILMSTRIP, SLIDE PROJECTORS, AND VIEWERS

Filmstrips have the great advantage of being presented at a pace you want. They can be stopped, backed up, held on one frame for as long as is necessary. Filmstrips are inexpensive, often more up to date than films.

Suggested uses:

1. Assign students to produce their own slide presentation with a foreign narration. Use a simple copy camera to make slides from illustrations out of magazines. Or pose pictures using classmates for situations needed to illustrate the dialogue. We love to see ourselves on film.

2. Provide individual instruction through filmstrips in the newer filmstrip viewers available. Often repeated viewings of a filmstrip helps establish a mental association for learning vocabulary. Remember students learn at different rates and the individual use of visuals will help.

ELECTRONIC EQUIPMENT

Do not overlook the potential uses of the recording equipment you probably already have. It need not be elaborate and it need not be expensive. Just because that recorder has been around the classroom for years is no reason to take it for granted or to feel it has been replaced by something else. It can be the best tool you have available for language teaching.

If a complete language laboratory is not available, use a recorder, or two recorders. The first recorder can play the listen-response tape, while the second can record the student's voice. The result is a composite tape with the model lesson and the student's response ready for analysis and correction.

Cassette recorders provide the opportunity for many students to take home audio lessons, songs and dialogues on cassettes for playing on the students' own cassette recorders.

Through the use of cassettes, your advanced students can often prepare materials for your beginning students, thereby saving you time and helping both groups of students.

Encourage the use of cassette recorders for interviewing and having dialogues with individuals in your community who speak a foreign language.

It should be remembered that the term media does not confine itself to the types of items mentioned above. Media are those tools, those teaching aids which you can utilize, which you can create as a means of expression and of establishing a setting or environment through which teaching can be effected. Media, then, can mean almost anything from activity centers where you can create a restaurant, an airport, a store, a hotel, a bank, etc., to such activities as visiting speakers, field trips and meals representative of the language your students are studying. Use your media. Remember, however, that media can be good only to the extent that you can utilize them. Any media specialist will tell you that no one ever intended that media could or should replace YOU in the classroom. Media is there to help you, not to replace you.

EVALUATION

WHY TEST?

A test shows a student what a teacher thinks is important.
A test helps a student organize thoughts in another language.
A test shows what a student can do.
A test helps a student recall what has been learned.
A test indicates what skills need to be developed.
A test indicates what a student needs to review.
A test should test one thing at a time.
A test should put easy questions first.
A test should reinforce what the student has learned.
A test should teach.
A test should review objectives.
A test should give the student credit for speaking the foreign language.
A test should give the student credit for listening comprehension.
A test should use the language the student is studying.
A test should test what the student knows.
A test should retain the student's enthusiasm.

The following examples may be expanded to evaluate student progress in listening, speaking, reading, and writing the target language.

I. LISTENING TEST

Tests for Sound Discrimination:

A. Circle the sound you hear

SEE	HEAR
1. r rr	1. pero
2. d th	2. cada
3. r rr	3. perro

B. You will see 3 words for each word you hear. Copy the word you hear.

SEE	HEAR	WRITE
1. mi me may	1. mi	1. _____
2. pido pudo pelo	2. pido	2. _____

C.

SEE	HEAR	WRITE
1. Il est ici. Il est assis. Elle est assise. Elle est ici.	Elle est ici	1. _____

D. For each number below you will see two words. You will hear one of these words spoken. Indicate which one was spoken by putting the letter of that word in the blank to the right.

SEE	HEAR	WRITE
1. a. nicht b. nichts	(nichts)	1. _____
2. a. sitzen b. setzen	(setzen)	2. _____

II. LISTENING COMPREHENSION TESTS

Choose an appropriate response to each question:

A.

HEAR	WRITE
1. ¿Cómo está? (c)	a. Hasta mañana. b. Estoy aquí c. Bien, gracias.
2. ¿Tienes tu libro? (b)	a. María tiene un libro. b. Sí, lo tengo. c. No, tengo lápiz

B.

HEAR	WRITE
Il fait froid. a. Fermez la fenêtre. b. Allez à la porte. c. Ouvrez la fenêtre.	a. _____ b. _____ c. _____

C. You will hear a sentence. One of the choices listed below is a logical response. Circle the letter of that response.

HEAR	WRITE
Wohin gehen einige Kinder im Sommer?	a. Sie gehen auf das Land. b. Gut, danke, und Ihnen? c. Sie sind in der Stadt. d. Dann haben sie Ferien.

E. In this part you will hear several brief passages read to you, each followed by a question which will be read to you. After hearing each passage read twice, you are to write in German your answer to the question which follows the passage. Base your answers on what you hear, read, and write a complete sentence.

In Amerika gehen die Schüler neun Monate in die Schule. Drei Monate haben sie Ferien. Einige Schüler, wenn sie Geld haben, fahren ins Sommerlager. Das tun die Schüler gern. Sie haben viel zu tun. Sie müssen einen Koffer haben, um die Wäsche, Schuhe, Seife, Kamm, Zahnpasta und Zahnbürste hereinzulegen. Man muss doch jeden Tag die Zähne putzen. Sie nehmen auch einen Film und eine Kamera mit. Die Schüler freuen sich sehr über die Reise.

HEAR

1. Wie lange gehen die Schüler in Amerika in die Schule?
2. Wohin fahren die Schüler, wenn sie Geld haben?
3. Was legen sie in den Koffer?

WRITE

1. In Amerika gehen die Schüler neun Monate in die Schule.
2. Wenn sie Geld haben, fahren sie ins Sommerlager.
3. In den Koffer legen sie: den Kamm, die Seife, die Wäsche Schuhe, Zehnpasta und die Zahnbürste.

F. You will hear 3 verbs. They are not all in the same tense. Indicate the tense by a check mark.

	Presente	Pasado	Futuro
1. Escribo	1. _____	_____	_____
2. Escribiré	2. _____	_____	_____
3. Escribí	3. _____	_____	_____

You will hear a list of words. Write s or p to indicate whether each word is singular or plural.

1. Salgo	1. _____
2. entremos	2. _____
3. voy	3. _____
4. vamos	4. _____

G. You will see a picture. You will hear a statement. Circle the sentence you hear.

SEE

HEAR

1. Le lion mange la viande.

WRITE

a. Le lion mange le geant.
b. Le lion mange la viande.
c. Le lion mange le dejeuner.
d. Le lion mange la jeune fille.

HEAR	WRITE
Il garde la maison	a. Il garde le silence. b. Il regarde la maison. c. Il regarde la leçon. d. Il garde la maison.

III. Speaking tests include:

tests for sound production
answering and asking questions (communication tests)
resumes
descriptions of pictures, etc.
self expression
memorized presentations
role-playing

A. Sound Production Test - Evaluation Sheet
(To be used by instructor when evaluating sound production. Test only for specific sounds.)

NAME OF STUDENT SPECIFIC SOUNDS BEING TESTED

	Utterance	vowel	(liaison)	(consonant)
	Je vais à la maison	vais	vais à	maison
		—	‿	—

IV. Communication Test Evaluation sheet
(Response to questions, asking questions, giving commands, etc.)

NAME	Comprehension	Speed of Response	Pronunication and intonation	Correctness	Expected Response
1. ¿Cómo está usted?					Muy bien, gracias.
2. Dites à Marie de s'asseoir.					Marie, assieds-toi!
3. Demandez à un ami s'il a faim.					As-tu faim?

etc.

Suggested scoring for quick evaluation of responses:

0 - no response, partial and incomprehensive response
1 - total response but unacceptable results, poor
2 - comprehensible in spite of minor errors, acceptable
3 - fluent

V. Tests for stimulating the communication of ideas with pictures

Suggested control:
Time limit for looking at picture
Time limit for speaking
Advise student to talk about things he can name and not to flounder with unknown vocabulary.

A. Suggested questions for Plate No. I

1. ¿Dónde está el niño?
2. ¿Dónde está la fuente?
3. Où est l'arbre?
4. Où est le chien?
5. Wo ist der Hund?

Plate No. I

B. Suggested activities for Plate No. II.

1. Name objects and persons in the picture.
2. Answer questions the teacher asks.
3. Ask questions the teacher asks.
4. Discuss the picture:
   What is happening?
   Where are they?
   What do you want to ask about these students?
5. Look at this picture for one minute: then turn it over. Say all you can about it. You will have two minutes to talk.

VI. SPEAKING FACILITIES FOR UPPER LEVELS

Use skits, speeches, poems, songs and debates as tests. Student writes by himself or with partner speeches based on two or three topics. Topics are assigned or chosen one week before testing day. After one week's work, on testing day teacher selects one of the topics for actual testing.

VII. READING TESTS

1. Word Meaning

A. Multiple Choice
Indicate in the column at the right the letter indicating the word closest in meaning to underlined word in sentence or phrase.

Plate II

1. Il faut que la leçon de musique ait lieu
Chez Bartholo

a. pour	a. _____
b. dans la maison de	b. x
c. par	c. _____
d. près de	d. _____

2. Der Wärter am Block, davon in Kenntnis gesetzt, erbat telegraphische Hilfe.

a. deshalb	a. _____
b. davor	b. _____
c. dazu	c. _____
d. darüber	d. x

3. ...En los crepúsculos persiste algo que casi no es, osado y triste.

a. casa	a. _____
b. apenas	b. x
c. caso	c. _____
d. cason	d. _____

B. Matching test

1. Synonyms

le pays des Français est la France.

a. la patrie	a. _____
b. la campagne	b. _____
c. le paysan	c. _____
d. le peage	d. _____

2. Synonyms

1. prō	a. propter	a. _____
	b. ante	b. _____
	c. ab	c. _____
2. pugnō	a. contendō	a. _____
	b. committō	b. _____
	c. conficiō	c. _____

3. antonyms

El contrario de blanco es negro.

1. alto	a. triste	1. c
2. feliz	b. gordo	2. a
3. flaco	c. bajo	3. b

60.

4. antonyms

1. magnus	a. longus	a. _____
	b. parvus	b. _____
	c. bonus	c. _____
	d. malus	d. _____
2. vita	a. mors	a. _____
	b. femina	b. _____
	c. terra	c. _____
	d. vis	d. _____

II. Reading Comprehension

Write a complete sentence placing the following words in the correct order:

1. ce soir / la voiture / de / n'a pas / le graçon / sa mère
2. fera / la tempête / notre silence / taire
3. mir / von / jener / bunten / Menge / O / sprich

VIII. Reading for Information

A. Multiple Choice

Choose the response which best answers the following questions and put the letter of that response in the blank to the left of the sentence.

1. In welcher Stadt wurde Albrecht Dürer im Jahre 1471 geboren und im Jahre 1528 begraben?

a. Berlin
b. Nürnberg
c. Leipzig
d. Wien

2. Albrecht Dürer arbeitete in der Werkstatt seines Vaters, aber er empfand keine Freude an der Arbeit. Was war sein Vater?

a. Arzt
b. Buchdrucker
c. Goldschmied
d. Lehrer

B. Read the following passage. Below the passage you will find questions. Answer the questions following the passage. Place your answer in the blanks to the right.

Decm annīs interpositis, īdem furor qui Ti. Gracchum, Gāium Frātrem eius occupāvit. Gāius enim omnibus Italicīs cīvitātem dabat, extendebat eam paene ad Alpēs, agros dividebat, prohibuit quemquam cīvem plus quingentis iugeribus habere, iudicia a senatu transferebat and equites, frumentum plebī dari iussit. Hunc L. Opimius consul armis petivit, denique interfecit. Corpus eius in Tiberim iactum est.

1. What was the relationship between Tiberius and Gaius? They were:

a. enemies
b. brothers
c. friends
d. strangers

1._____

2. What happened after a lapse of ten years?

a. Gaius seized his brother
b. Gracchus seized Gaius
c. The same passion seized Gaius
d. Tiberius seized Gracchus

2._____

IX. WRITING TESTS

I. Sentence Structure

A: Controlled Composition

Put the indicated modal auxiliaries into the following sentences, retaining the verb tense of the original sentence.

1. Ich mache nächsten Sommer eine Reise. (wollen)

_____

2. Der Schüler versteht Deutsch sehr gut. (könner)

_____

B. Completion

Mark in column at right the letter indicating correct response.

1. Voy a la _____

a) cine
b) baile
c) biblioteca

a._____
b._____
c._____

2. Vamos_____cine.

a) el
b) al
c) la

a._____
b._____
c._____

C. Fill in the blank with the correct form of the definite article

1. _____Feder is gelb und schwarz.
2. Der Schüler hat _____ Bleistift.
3. Ich habe _____ Papier.

II. Expressing Ideas

Answer the following questions with complete sentences.

1. ¿Cuántos días hay en un mes?

_____

2. ¿Es verdad que Raul es un estudiante malo?

_____

III. Transportation

Rewrite each sentence, beginning the sentence with the underlined word or phrase.

1. Ich gehe gern aufs Land.

_____

2. Ich gehe im Juli ins Sommerlager.

_____

IV. Paragraph Building

Describe Cyrano de Bergerac by answering the following questions. Put your answers in a paragraph.

Décrivez Cyrano de Bergerac en répondant aux questions suivantes. Mettez vos réponses en un paragraphe.

1. Est-il riche ou pauvre? petit ou grand? robuste ou faible?
2. Quelle impression donne-t-il?
3. Quelle sorte de réputation avait-il?
4. Etait-il un bon ami? Etait-il un ennemi dangereux?
5. Avait-il un sens de l'honneur?

COMMERCIAL TESTING:

The purpose of this chapter is to help teachers make and evaluate their own tests. However, many teachers use tests published for specific textbooks to great advantage. Commercial tests help determine aptitude for success in studying foreign language; and several, not connected with a single text, are designed to determine levels of achievement in specific language skills. These achievement tests aid in placing students in the class where they can perform best, or help them work individually at their own pace to strengthen skills which need developing.

Teachers can save themselves many tedious hours and can protect students from poor testing by using commercial tests, provided they decide how a particular test can help implement pre-determined goals for the course.

Pimsleur, Paul. Pimsleur Language Aptitude Battery. New York: Harcourt, Brace and World.

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Promoting F.L. Study Through Classes and Clubs

It is most important to learn to publicize your successes, and this must be done through good public relations techniques. Advertising can be classified into two categoris: (1) Blatant and (2) Informational. Blatant advertising means, that the FL teacher gains visibility by decorating the FL door, the bulletin boards throughout the school, the trophy cases, the hallways, even the restrooms, with FL public relations materials. This is to be done on a regular basis, and the posters and signs used should be colorful, attractive, and eye-catching. To gain and maintain student support, the FL teacher must concentrate some PR effort on informational adverstising. This means keeping students informed about new courses, college requirements, career opportunities, T.V., films and program of interest, the type of course taught, and so forth.

Here is a list of suggested ideas that FL teachers can use as guidelines for creating and maintaining interest in FL study:

1. Start a school FL newspaper.
2. Promote national FL week.
3. Keep current in your language. Learn the customs.
4. Place posters in prominent places on campus.
5. Know your school. Use other faculty members in your teaching activities (art, music, social studies) and volunteer your services to their classes.
6. Take photos of successful activities and exhibit them on bulletin boards in the hallways. Black and white are best as you can use them for local newspaper stories.
7. Teach a simple song to the elementary students.
8. Investigate foreign exchange programs.
9. French teacher take the Spanish class for a day and teach simple expressions. (Spanish take German, German take Latin, etc.)
10. Visit a local college or university FL class (great for student ego).
11. Become knowledgeable on study-abroad programs, possibly even take your own group.
12. Have students begin pen-pal correspondence.
13. Invite local native speakers to speak to your class (publicize their visit before and after).
14. Put on a FL play for an assembly.
15. Offer FL awards to your students at the end of the schooi year.
16. Offer special conversation classes for those who are keenly interested in advancing.
17. View FL films.
18. Organize a FL club.

19. Set up a monthly cooking lesson.
20. Take field trips and publicize them.
21. Establish a FL bulletin board in a good spot at the school.
22. Present a fashion show in the FL.
23. Have a language specific 'Culture Day' once a year, complete with lunch or dinner.
24. Offer language tables for the lunch period.
25. Set up a slide show with automatic advancer in the school lobby (invite other teachers who have traveled abroad to share their slides).
26. Put up spirit signs in the FL on game days.
27. Present a puppet show to the elementary students.
28. Hold an auction in the FL.
29. Offer FL lessons to interested faculty after school.
30. Record faculty member's views on FL study and their own personal stories with FL then play for prospective students.
31. Teach the cheerleaders simple cheers in the FL for athletic events.
32. Encourage student participation in the state and national contests and conventions.
33. Duplicate quiz shows and use the auditorium during the noon hour to pit Latin classes against French classes, etc.
34. Have soccer matches between FL classes.
35. Encourage students who travel to write articles about their travels while abroad and send them back to the local newspaper. (Try to include a picture as well)
36. Search the FL journals for good materials and ideas for promotional gimmicks. (FL Annals, AAT-Journals, Canadian Modern Language Journal, Classical Outlook, etc.)
37. Write for various state newsletters.
38. Take off for a week with your students to a summer language camp.
39. Send senior high students to junior high to present mini (one hour) lessons. Could be history of the country, simple conversational skills, vocabulary/derivatives, slides, etc.
40. Raise funds with bake sales with extensive advertising.
41. Think about live-in weekend trips to Montreal or Mexico.

42. Band concerts with French, Spanish, German music, visuals.

43. Be interested in your language, people will notice!

44. Invite business and industry personnel to speak at a program given in connection with career education week.

45. Set up live demonstrations in shopping centers (piñatas, dance demonstrations, ojos de dios, crepe making, chariot racing).

46. Volunteer to speak on the country where your language is spoken (Jaycees, Lions, Optimists, etc.).

47. Offer to teach an adult evening course for parents and others interested.

48. Sing Christmas songs for various community organizations (rest homes, shopping centers, private homes, etc.).

49. Host a FL festival for your community inviting everyone. (Dancing, singing, skits, food from different countries)

50. Invite parents to an open house. Let the students teach their parents a few useful phrases.

THERE IS NO GUARANTEE THAT EVEN THE MOST ASSIDUOUS EFFORTS CAN PRODUCE DRAMATIC RESULTS: BUT EVEN IF A PUBLIC RELATIONS PROGRAM DOES NO MORE THAN SIMPLY REFLECT VITAL AND STIMULATING FL PROGRAMS THAT ALREADY EXIST, IT WILL HAVE GONE A LONG WAY TOWARD MAKING NEW FRIENDS FOR FL STUDY.

FOREIGN LANGUAGE STUDY AND CAREER OPPORTUNITIES

Almost on a daily basis it is more and more apparent that peoples and nations are becoming rapidly interdependent. The crisis in energy, as a recent example, has caused Americans to look at themselves and at other parts of the world through newly-opened eyes. Survival for American business and industry in today's keen, competitive markts will increasingly depend upon those who can communicate best with the potential consumer overseas--and they don't all speak English. Speaking the language of the consumer is important at home too. The United States is the world's fifth largest Spanish-speaking nation and in 1977 the U.S. Office of Education estimated that about 6% (or 3.6 million) school age children have a non-English language background; this does not count the adults in those homes.

In preparing themselves to live in this closely-knit, highly competitive world the school children of Oklahoma need to have an opportunity to learn to communicate with all those people out there, whatever their chosen career interests are. Combining the extended study of a second language and culture with additional skills needed by business and industry will prove in the long term to be of great benefit to many of our boys and girls.

NEEDS

The need the business world has for personnel in many fields with skills in foreign languages has been widely documented in recent years. In 1975 the Modern Language Association under contract with the U.S. Office of Education conducted an extensive survey of the nation's businessmen[1] and produced a booklet summarizing its findings. Its 31 pages contain many quotes from executives in all kinds of businesses as to the desirability of having personnel in their employ who have a business skill combined with some degree of skill in at least one foreign language. Some of the areas covered by the survey are the following:

BUSINESS, INDUSTRY, AND COMMERCE

Managerial and Executive; Technical and Engineering; Banking and Finance; Secretarial

CIVIL SERVICE

Local Government; Federal Government: Foreign Service, U.S. Information AGency, Peace Corps, Vista, Office of Economic Opportunity

EDUCATION

Research; Teaching; Administration; Schools Abroad; Teacher Exchanges; Federal Government; Company Schools Abroad

LAW

Legal Aid; International Law; International Business

LIBRARY SCIENCE

Cataloging; Reference Libraries; Archives; Academic Libraries; Urban Libraries; Area Studies Specialists

MEDIA

Journalism; Radio and Television; Film Industry; Publishing

[1] Lucille J. Honig and Richard I. Brod, Foreign Languages and Careers, Modern Language Assn., 62 Fifth Ave., NY, NY 10011

SCIENCE

Research; International Cooperation; Science and Industry

SERVICE

Health Services; Social Work; Religious and Missionary

SOCIAL SCIENCES

Anthropology; Political Science; Sociology

TRAVEL AND TOURISM

Hotels and Motels; Transportation

In 1976, in an effort to find out if Oklahoma businesses who deal in international trade felt as did the national executives, Dr. Al Gage, Foreign Language Specialist for the Department of Education, conducted a survey of the 493 businesses and industries in the State so involved. The following is a summary of the report issued by Dr. Gage.

1. Would Oklahoma firms use employees with foreign language skills IF they were available? Yes -52.1%

2. Is there a possibility that a business expansion or change of operation will, in the future, increase the Oklahoma firms' demand for employees with skills in other languages? Yes-51%

3. What languages would Oklahoma businessmen find most useful in their international trade?

Spanish	90.3%	Arabic	9.7%
French	56.9%	Italian	6.9%
German	45.8%	Russian	6.9%
Japanese	30.4%		

4. What degree of skill in the foreign language would be most desirable for an employee of one of these firms?

CONVERSATION (able to meet people who speak the language, or get around in another country) - 52.7%

TRANSLATION (able to translate conversation for others) - 27.4%

COMPOSITION (able to write letters, manuals, instruction) - 34.9%

TECHNICAL (able to converse with a technical or professional person using a technical vocabulary) - 34.9%

5. In what career areas are personnel needed who have FL skills?

Sales	60.0%	Production	18.6%
Engineering	47.1%	Management	18.6%
Clerical	32.8%	Accounting	10.0%

6. Other things being equal, would the employee with FL skills have an advantage in initial employment, salary increases or advancement? Yes - 52.2%

The Oklahoma executives surveyed were very supportive in the comments they made regarding foreign language study and a career in business or industry. There is not room here to go into greater detail, but single copies of the report are available from Dr. Gage while the supply lasts.

What the Foreign Language Teacher Can Do

1. Build a file of career information as it relates to skills in foreign languages. Look in newspapers, magazines (industry journals are a good source of needs of business) for related information.

2. Share this information with school administrators, parents, counselors, other teachers and ABOVE ALL, the students. Use bulletin board, display cases, etc., where the information is easily accessible to all.

3. Work with teachers in other areas to formulate interdisciplinary approaches to getting your message out. Teachers of English, Journalism, Business courses, Home Economics, Vo-Tech and others are prime examples. Offer to talk to their students, develop minicourses which would interest students in other areas, and in the foreign language class develop and use vocabulary lists as they relate to various business needs.

4. Invite speakers to your classes from businesses and industries where knowledge of another language would be helpful. Be sure that any such appearances in your classes are reported in both the school and community newspapers.

Professional Organizations

Being a fully professional person in today's world involves many competing and complex things. One of these requires the individual to join and become active in professional organizations which represent his or her career interests. Through F.L. organizations, the teacher can keep abreast of new trends, of the latest scholarship in his or her field and can be united with colleagues in speaking for foreign language education.

Membership in the Oklahoma Foreign Language Teachers Association is open to all persons who are interested in advancing the profession of foreign language teaching in Oklahoma.

The organization is dedicated to the promotion of all foreign languages, modern and classical, at all levels of teaching and its official publication, the OFLTA News is devoted to this effort.

Specific language groups exist as integral parts of the state organization and work within the framework of its constitution.

The objectives of the OFLTA are to coordinate foreign language teaching in Oklahoma with allnational efforts; to serve as an information center for Oklahoma teachers; to stimulate professional enthusiasm and improvement of teaching skills by providing training programs; to foster common aims and a harmonious spirit of cooperation among teachers of all foreign languages.

An annual meeting is held in October during the Oklahoma Education Association meeting, and a spring workshop is conducted usually on the first Saturday in May.

A.C.T.F.L.

The American Council on the Teaching of Foreign Languages is dedicated to advancing the teaching of all foreign languages, modern and classical, at all levels of instruction in American education and to serving the interests of all the foreign language teaching profession through its publications, annual meeting, standing committees, and secretariat.

FOREIGN LANGUAGE ANNALS is the official publication and includes professional articles, news, research reports, and an international bibliography on foreign language pedagogy.

Dues may be paid to the state membership chairman or directly to ACTFL, 2 park Avenue, New York, New York 10016.

FRENCH

The American Association for the Teachers of French is a national organization dedicated to the promotion and teaching of the French language. Memberships are open to all persons interested in the teaching of French.

The publication of the AATF, The French Review is devoted to those interested in the teaching of French. Each issue contains literary essays, pedagogical articles, teaching news and notes, chapter news, and letters from the readers.

Members of AATF have access to a National Information Bureau which includes culture and civilization methods, French contest samples, maps, and tourisms, postcards, subscriptions and miscellaneous.

The AATF sponsors the National French Contests for secondary schools. The Oklahoma Chapter of AATF meets twice annually in connection with OFLTA in the fall OEA Convention and at the spring workshops.

LATIN

The Oklahoma Classical Association devotes itself to the promotion and testing of classical languages, and membership is open to all persons interested in the teaching of the classics.

The OCA meets twice annually in connection with OFLTA at the fall OEA convention and at the spring workshop.

The American Classical League is a national organization open to persons interested in classical languages. Its publication is the Classical Outlook. ACL sponsors the Junior Classical League. An annual meeting is held in June.

The ACL operates a service bureau offering publications, pamphlets, realia, and miscellaneous items for purchase by members, as well as teacher placement bureau.

The Classical Association of the Middle West and South has an annual meeting in the spring. The Classical Journal is published by the CAMUS.

RUSSIAN

The American Association of Teachers of Slavic and East European Languages has as its objective both the state and national organization the advancement of the study and the promotion of the teaching of Slavic and East European, literature, and cultures on the college, secondary, and primary school levels.

The Slavic and East European Journal is the publication of the organization. The AATSEEL meets in conjunction with OFLTA at the fall and spring meetings.

GERMAN

The American Association of Teachers of German offers many services to its members, the most important of which is access to the resources of the National Carl Schurz Foundation which maintains a stock of films, filmstrips, slides, tapes, pictures of important current and historical events, literature, and cultural information. All of these items may be borrowed free of charge by members of the AATG. For this purpose, the association maintains a Teachers' Aid Program. Information regarding this may be found in one of the organizations' publications, The German Quarterly.

Another publication of AATG is Die Unterrichtspraxis which deals primarily with helpful suggestions on how to teach German,methods, drills, etc. This magazine is especially helpful for the beginning teacher.

The AATG sponsors high school contests and maintains a nationwide Teacher Placement Bureau.

Various industries have provided funds for the advancement of German. These funds are available for scholarships for teachers and for specific chapter projects.

SPANISH

The American Association of Teachers of Spanish and Portuguese was founded for the purpose of fostering the study of the Spanish language and literature throughout the United States by the promotion of friendly relations among its members.

Hispania, the official publication of the association is published quarterly and is devoted to the interests of Spanish and Portuguese teachers and friends. Each issue contains literary essay, grammatical and word studies, pedagogical articles, notes and news, questions and answers, reviews, notices of professional meetings, and chapter news. A regular feature is devoted to helpful hints to teachers.

Members in good standing have the privilege of awarding the bronze and silver medals to outstanding students. These may be obtained from the national secretary.

The AATSP sponsors the Sociedad Honoraria Hispanica and national Spanish Contests for secondary schools.

A Placement Bureau is maintained for AATSP members. Registration fee for the first year is $10.00 with no commission.

The Oficina Nacional de Correspondencia Escolar furnishes names of Spanish speaking students for a service charge of twenty-five cents per name.

AATSP culture units are available for loan to members.

Charter flights to Spain and South America are provided, and special courses are offered by the University of Madrid. Fifteen scholarships are available through the Instituto de Cultura Hispanica.

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